



Advanced Course Syllabus (AC 2.0)

Army Management Staff College
Fort Leavenworth, KS
<http://www.amsc.army.mil/>



***The premier leader development experience,
igniting the leadership potential of every
Army civilian.***

Movement – Choice – Value

(Lifelong learning – Potential – Leading Change)

*This publication contains extracts from US Army Doctrine

As of 5 Dec 2014

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Course Director's Welcome

Welcome to the Civilian Education System's (CES) Advanced Course (AC)! On behalf of the entire AC faculty and staff, thanks for taking valuable time away from your workplace and your home front to join us for a four (4) week journey into a leader development experience focused on leader excellence in an environment characterized by ever increasing responsibilities and complexity. Unlike "training" opportunities you may have had during your career, this course is student-centered, instructor-facilitated and based on adult learning principles. Malcolm Knowles, the father of Andragogy (the study of how adults learn), theorized six principles of adult learning. Specifically, that adults learn best when their learning experience: 1) promotes self-direction; 2) connects to past experiences; 3) encourages goal setting; 4) offers a personal benefit; 5) appears useful; and 6) fosters respect.

The course provides a mixture of individual assignments as well as team requirements. As identified by Peter Senge (*The Fifth Discipline*, 1990), team learning is the new unit of measure for learning organizations. From my point of view – we facilitate leader development by influencing you and your leadership practices as opposed to teaching curriculum about being a leader.

You will have the opportunity to maximize your learning by taking responsibility for your learning. Your facilitators are professional educators; and as such, will set the conditions for learning by providing a safe, secure, and professional learning environment. They will ensure a balance between discovery learning and providing a content rich environment.

My ultimate goal is that each AC graduate has a premier experience that will have positive impact on their organization and will make a difference in the lives of others. I want you to use your influence to create a positive organizational environment while developing others and leading your organizations.

As Organizational and Strategic Leaders, we apply our competencies to increasingly complex situations and shape the Army through change over time. My expected outcomes are that you, the Aspiring Enterprise Leaders, secure National Interests, achieve Mission success, expertly lead organizations, steward resources and create healthy organizational climates.

Army Strong!

Robert E. Brunk, Ed.D.
Director, CES Advanced Course, AMSC

Advanced Course Syllabus

COURSE DESCRIPTION

The CES Advanced Course prepares upper grade (GS 13-15) Army civilian leaders to assume increasing levels of responsibility and leadership within organizations through resident and distributed learning methods. Our graduates **are** skilled in leading complex organizations in support of national security and defense strategies; managing organizational resources; leading change; inspiring vision and creativity; directing program management and integrating Army and Joint systems in support of the Joint Force.

The three major educational approaches of being *Student Centered*, *Problem Based*, and *Experiential* establish the foundation of how the Advanced Course helps students learn how to lead complex organizations in support of national strategies, and integrating Army and Joint systems in support of the Joint Force. The Advanced Course faculty uses Army doctrine; educational and leadership theories; small group facilitation; and written papers and oral presentations to support the three main educational approaches.

- **Student Centered** – All curriculum focuses on the transference of knowledge through incorporating Life Long Learning with an emphasis on leading complex organizations. This focus encourages students to incorporate “personal experience” as a key element in both professional and personal leadership at the strategic level.
- **Problem Based** – The curriculum provides students with “real world – strategic” issues and problems they will encounter as indirect leaders. Through collaborative learning opportunities with other leaders, students will develop or enhance additional skill sets to be more effective leaders and managers.
- **Experiential** – Students “integrate” their new skills with their existing skills and abilities by using an experiential education methodology containing activities and reflection. This integration occurs in an environment of open discussion in the seminar room that enables feedback from peers and faculty.

COURSE GOALS

- *Leads Others and Organizations*
- *Develops Others*
- *Achieves Organizational Missions and Organizational / Enterprise Outcomes*

COURSE OUTCOMES & DEFINITIONS

Organizational and Enterprise-level leaders who can:

Lead a complex organization in support of National Security and Defense Strategies -

Organizational and Enterprise-level leaders lead through a future oriented vision in a volatile, uncertain, ambiguous environment by assessing complexities in the environment including culture, national policies and security strategy. They influence outside lines of authority; build partnerships and coalitions; and, develop leaders. (ADRP 6-22, August 2012)

Integrate Joint and Army Systems in support of the Joint Force - Organizational and Enterprise-level leaders who possess an awareness of Joint and Army systems and can identify potential integration issues.

Inspire vision and creativity in your organization - Organizational and Enterprise-level leaders who influence others by communicating and obtaining shared understanding while building commitment to a successful future state.

Implement organizational change - Organizational and Enterprise-level leaders who understand and assess the culture of change. (Culture of change includes: dynamic, uncertain Environment, resources, technology). They recognize and utilize Army systems and processes that enable change (e.g. JOPES, COE, NSS, NDS...)

Manage organizational resources to accomplish the mission - Organizational and Enterprise-level leaders who assess operational risk and allocate resources (people, IT, money, time, equipment) against requirements.

Manage programs - Organizational and Enterprise-level leaders who understand the process and are able to manage several interdependent projects or programs.

Lead Others - Organizational and Enterprise-level leaders who, as stewards of the Army profession, bear the responsibility of developing subordinates. (ADRP 6-22, August 2012) Through operational assignments, institutional training, encouraging subordinates to invest in self development opportunities, consistent AARs, and modeling the process of feedback, they create a learning climate that allows subordinates to flourish. (AR 600-2, Army Command Policy, 20 Sep12) Organizational and Enterprise-level leaders identify the potential in others and help subordinates reach their potential through processes such as coaching and mentoring. They also ensure that all organizational members receive timely and fair performance counseling so that they are prepared to effectively carry out their duties. (AR 600-2, Army Command Policy, 20 Sep12).

COURSE STRUCTURE

The Advanced Course is centered around four (4) separate scenarios (Problem Charges) that are designed to achieve the Terminal Learning Objectives (TLOs) that are described in detail in Appendix B. Appendix A – Course Schedule layouts the flow of the course.

COURSE SCENARIOS

➤ **Problem Charge #1 (PC1): International Focus→National Strategies**

You are assigned to an Army Strategic Planning Team that is conducting a strategic analysis of regional Sea Lines of Communication (SLOCs) for the Chief of Staff of the Army (CSA) who is preparing to attend a Joint Strategic Working Group on SLOCs at the DOD. There is considerable tension in the Pacific region, and the Army Planning Team Chief expects there will be some challenges to current national and international policies/agreements.

➤ **Problem Charge #2 (PC2): Domestic Focus→U.S. Government Inter-Agency and Joint Operations—Crisis Action Planning**

You are assigned as a Department of the Army Civilian Corps Planning Officer on a JTF. The JTF must assess the operational environment and determine its role in responding to the possibility of a devastating earthquake in the Oakland, California area.

➤ **Problem Charge #3 (PC3): Army Issues--Army Readiness Analysis**

The Army is at a strategic crossroads as our nation contends with an uncertain security environment, persistent conflict, and challenging fiscal realities. Secretary of the Army John M. McHugh has shared his list of Top Priorities with your team. Accomplishing these priorities is crucial to executing the Army's Title 10 responsibilities in support of the National Security Strategy. Your team will conduct a study of an assigned priority area in order to provide analysis and recommendations. In the assessment you will identify where the Army is now and where it wants to go. You will identify what means are necessary to move forward toward 2020.

➤ **Problem Charge #4: Individual Synthesis of Course Concepts**

You will present a professional briefing to a General Officer (GO) or a member of the Senior Executive Service (SES) about your experience at the CES Advanced Course and how this is good for the US Army.

STUDENT RESPONSIBILITIES

In order to graduate from this course, you must:

- ✓ Meet course academic requirements
- ✓ Conduct yourself in a professional manner
- ✓ Be at your place of duty at the specified times
- ✓ Avoid actions that are prejudicial to others in the class
- ✓ Demonstrate integrity
- ✓ Participate in Student Led Events

ACADEMIC INTEGRITY

The Army Management Staff College is committed to Army values as outlined in ADRP 6-22, Army Leadership. Inherent in these values is ethical conduct. You must uphold the highest standards of academic integrity. Cheating, plagiarism in your oral or written work and interfering with the work of others constitutes violations of academic integrity. Ask your faculty members if you have questions about specific assignments or need additional clarity regarding academic ethical expectations. ***Bottom-line: Do your own work; be a team player; and hold yourself and others accountable, and you will find this course more rewarding.***

You agree to uphold the **Army Management Staff College Honor Code**, the standards are outlined below:

AMSC Honor Code

- **I will be truthful in my academic endeavors.** Lying is the willful and knowledgeable telling of an untruth as well as any form of deceit, attempted deceit, or fraud in any oral or written statements relating to academic work.
- **I will be honest in my academic endeavors.** Cheating is inappropriate possession or use of copies of papers, examinations, solutions, or any other controlled issued material, whether as part of the dL requirements or throughout the resident phase of the course. Inappropriate means that the College did not intend for you to have this material before the examination or performance of other academic work. If you accept copies of papers, examinations, solutions, or other controlled issued material

from *anyone* except designated faculty at the designated time and do not call this to the attention of AMSC personnel (Faculty, Course Director, Academic Operations Officer, Deputy Director and Director, AMSC) you are contributing to cheating. Contributing to cheating is the same as cheating, whether for others or for yourself. **Possession or use of presentations from a previous course is also inappropriate.**

- **I will cite my work.** Plagiarism is presenting another's writing or another's ideas as your own and/or without appropriate citation of credit. This includes material extracted from written materials, the Internet, or any other source. Use of other learner's, graduate's, or author's work without appropriate citation or reference that this work belongs to another is stealing intellectual property. It is a form of cheating and lying. Using text written by another (short or long) when you know that it is not yours and not giving credit to the owner is a violation of the AMSC Honor Code.
- **I will give prompt notification to my Faculty when I observe academic dishonesty.** I have recourse to the Faculty, Course Director, Academic Operations Officer, Deputy Director and Director, AMSC when I believe that insufficient action has been taken.
- **I will model behavior that reflects the spirit of Army values.** I will insist that my fellow learners also model that behavior.
 - **Loyalty:** Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
 - **Duty:** Fulfill your obligations.
 - **Respect:** Treat people as they should be treated.
 - **Selfless Service:** Put the welfare of the nation, the Army, and your subordinates before your own.
 - **Honor:** Live up to all the Army Values.
 - **Integrity:** Do what's right, legally and morally.
 - **Personal Courage:** Face fear, danger, or adversity (physical or moral)

COURSE GRADUATION REQUIREMENTS

- **Distributed Learning Phase Prerequisites:** (Individual Requirements)
 - Complete dL prior to resident Phase Attendance
 - Multi-Source Assessment and Feedback (360) – (If one is not done prior to Resident Course arrival then it is expected that one will be initiated prior to departure from the course)
- **Resident Phase Requirements:** (Team & Individual Requirements)
 - **Prior to Arrival at the Resident Phase:**
 - Visit the Blackboard website and become familiar with it
 - Complete the Course Pre-Assessment in Blackboard

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- **Team Requirements:**
 - Problem Charge #1 (PC1)– Update 1, Update 2, and Final Team Presentation
 - Problem Charge #2 (PC2) – Update 1, Update 2, and Final Team Presentation
 - Problem Charge #3 (PC3) – Update 1, Update 2, and Final Team Presentation

- **Individual Requirements:**
 - Multi-Source Assessment and Feedback(360)
 - Self & Peer Assessments
 - Formative Essay following PC1
 - Formative Essay following PC2
 - Summative Presentation for PC4
 - Participate in Student Led Events
 - Daily Leadership Journal Completion

COACHING

Your assigned faculty member will convene at least three coaching sessions with you during the course:

- Initial coaching includes an overview of graduation requirements, a discussion of your individual prerequisite work and a discussion regarding your desired learning from attending the course.
- Mid-Term course coaching directly following PC2 includes a discussion about your course progress; your strengths and areas for improvement; your personal goals; and feedback from your facilitator / coach regarding your individual and team deliverables.
- Final coaching is in a group session during PC4 and includes a discussion of your course progress, your Summative Learning Presentation, completion of your leadership Journal, and final feedback from your peers and Facilitator / Coach.

ASSESSMENTS –

- **Multi-Source Assessment and Feedback (360).**
- **Self & Peer Assessments.** (Leader Behavior Assessment conducted during the course)
- **Formative Assessments—Essays.**
- **Oral Presentations.**

Assessments are explained in more detail in Appendix C - Assessments

ATTENDANCE POLICY

It is mandatory that you attend all scheduled activities, unless properly excused by the Course Director. Your instructor will not tolerate unexcused absences or tardiness. You may be subject to administrative action based on an unexcused absence or tardiness. You must resolve commitments that conflict with the College's expectations before arriving. In emergencies, you may miss certain learning activities without having to drop the course, while other learning activities are mandatory, and you will have to make up those requirements in order to graduate.

Except for Students who reside in the Fort Leavenworth commuting area, you are required to be a resident at the school while attending CES courses. The daily academic schedule features eight (8) hours of in-class work, although many study days may be longer.

- ❖ *Absences due to Emergencies:* In the event an emergency causes you to miss instruction; you must contact one of your instructors as soon as possible. If you cannot reach an instructor, contact the Academic Student Support Team at 913-758-3576 and provide information concerning the circumstances surrounding the emergency.
- ❖ *Absences due to Non-Emergencies:* As a general policy, you are not authorized to miss class for personal/non-emergency reasons. However, upon proper justification, the Course Director may allow up to eight (8) hours of missed class. If excused from a class, you must satisfactorily complete all missed activities and assignments. You are responsible for coordinating with your instructors regarding the completion of missed work.

ATTIRE

- a) The uniform of the day is business casual; BDUs for military personnel.
- b) Graduation Ceremony **requires** Business Professional attire; ASUs for military personnel. (This may be altered based on climate conditions per direction of the AMSC or Advanced Course Director.)

CLASS HOURS

The class schedule is 0800 to 1630 hrs. (8:00 AM to 4:30PM) unless specified otherwise.

REASSESSMENT POLICY & PROCEDURES

Instructors assess students' assignments on a "pass/fail" basis. Examples of "fails" include failure to complete an assignment or pre/post-assessment; and missing more than eight (8) approved hours of absence from instruction. The AC Director will assess students who receive a "fail" to determine fitness for retention in the course.

STUDENT DISMISSAL/RELEASE POLICY

Under certain conditions, students may be dismissed or released from the course before course completion. Students may be considered for dismissal for the following:

- Compassionate reasons (illness, injury, family emergencies or other reasons beyond the control of the individual)
- Academic deficiency (cheating, plagiarizing, unexcused absences, or failure to turn in assignments)
- Personal conduct (repetitive disruptive behavior that interferes with safe learning environment for other students, or academic integrity violations)

Disenrollment for compassionate reasons beyond the control of the individual will be made without prejudice. The student will be eligible to re-enroll as soon as conditions that led to disenrollment no longer exist.

Dismissals for academic deficiency and personal misconduct will result in the AC Director contacting the student's supervisor to provide justification for removal and determination of recycling or permanent dismissal from CES program.

STUDENT LED EVENTS GUIDANCE

Student Leadership - At the beginning of the day, students will facilitate a review and preview of the previous and upcoming day, inviting their peers to share key learning points and moments and to connect the previous day with the upcoming day. The students coordinate the daily activities of the seminar. They will address the major activities of the day with their peers in the seminar, with the facilitators, and with other seminars. They will coordinate student-centered activities such as timing of breaks, length of breaks, lunch, etc. They will identify a student(s)

who will also act as the facilitator(s) to solve problems in the seminar regarding scheduling changes and other issues as they arise with in the team, seminar or cohort.

After-Action-Review - The purpose of the student-led AAR is to practice the skills that are present in a learning organization by facilitating a discussion/review of a recently-completed activity. A quality AAR will feature an examination of both "Content" (task accomplishment) and "Process" (interpersonal, teamwork, emotional reactions), as they relate to the Advanced Course Goals and the directions in the Problem Charge. Team, Seminar and Cohort guidelines and expectations, and previous AARs may also provide insight into how the teams operated during the activity. A future focus that addresses applications of lesson learned will help students internalize valuable learning points.

In-Progress-Review - The purpose of the student-led IPR is to practice the skills that are present in a learning organization, by checking the progress of an on-going activity in the seminar. A quality in-progress review will address both "Content" (task accomplishment) and "Process" (interpersonal, teamwork, emotional reactions). The IPR will bring to light any unresolved questions or issues and will also provide a forum for students to share their understanding and progress of the activity. An IPR may also allow students to express key learning points during the activity and connections with previous learning activities.

Student-Led Article Facilitation - The purpose of the student-led article facilitation activity is to practice the skills that are present in a learning organization by facilitating a discussion about a specific piece of literature or topic. A quality article facilitation will be an open-ended discussion in which many viewpoints are expressed AND understood. Open-ended questions, specific references from the article in question, and personal connections to the material will help ignite thought, reflection, and inquiry. Everyone involved should feel a sense of comfort and confidence to participate.

Guest Receivers – Throughout the Advanced Course there will be times (the Problem Charges 1, 2 & 3 Final Briefs) when there will be Guest Receivers, who are Subject Matter Experts, coming to receive the Final Briefings you have generated. These Guests will be coming to the Cohorts to receive the briefings and are to be accorded the courtesies due the positions they are representing. Therefore; the Cohort students will identify a student(s) who will meet the Guest Receiver prior to entry into the classroom, escort them to the briefing area, introduce the Guest receiver to the Cohort, and thank the Guest Receiver upon completion of the briefing(s) and follow on discussions. Implied also is the responsibility to insure the briefing area is established and ready for the arrival of the Guest Speaker. Q: Is this a good place to add SES information?

Appendix A

Class Schedule



Army Management Staff College

(AMSC)

Emblem



Building the Total Team

Blue, gold, bronze, and silver are the colors of the seal of the Army Management Staff College. Blue signifies loyalty, gold and silver denote value, and bronze excellence. The bronze torch symbolizes the strength and power of leadership and education. The pen is a symbol of academics and studious endeavor. The sword, in its strength, represents the total Army Team standing as a deterrent to war, between the torch and pen, as a symbol of its dependence on leadership, education and study. The two stars on the golden rim of the shield symbolize the rank and responsibility of an installation commander.

WEEK 1

	Monday, 5 Jan 15	Tuesday, 6 Jan 15	Wednesday, 7 Jan 15	Thursday, 8 Jan 15	Friday, 9 Jan 15
		DUE: Post Team Charter by Noon		DUE: Problem Update	DUE: Problem Update
AM 0800-1200	<ul style="list-style-type: none"> ➤ AMSC Director Welcome ➤ <i>Course Overview</i> ➤ <i>High Performing Teams Workshop</i> 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 16 (0800-1100) ➤ Coaches meet with teams ➤ <i>Critical Thinking Spotlight</i> ➤ <i>Operational Environment Spotlight</i> ➤ <i>Oral Communication Spotlight</i> ➤ Team Collaboration—team establishment, charter 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 17 (0800-1100) ➤ Coaches meet with teams ➤ <i>Intellectual Traits discussion</i> ➤ <i>Strategy Workshop</i> 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 19 (0800-1100) ➤ Problem Update: Country Strategic Culture, operational environment, national interests, grand strategy, & SLOC Strategies [0800] (C) ➤ Team AAR ➤ Team Collaboration 	<ul style="list-style-type: none"> ➤ Coaches meet with teams ➤ <i>Intellectual Traits discussion</i> ➤ Team Collaboration & Research ➤ 1130-1300 SES Engagement Brown Bag Lunch (Location TBD)
PM 1300-1630	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 14 (1300-1600) ➤ <i>Creative Thinking Workshop</i> ➤ Problem 1 Launch- ACLP415 [1500] (C) ➤ <i>Discuss Learning Requirements</i> ➤ Team Collaboration & Research 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 18 (1300-1600) ➤ Team Collaboration & Research ➤ <i>1300-1600 Initial Coaching</i> 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 20 (1300-1600) ➤ Team Collaboration & Research ➤ <i>1300-1600 Initial Coaching (complete)</i> 	<ul style="list-style-type: none"> ➤ Team Collaboration & Research ➤ SES Engagement Individual Meeting Opportunities (1300-1600 – Previously Established with SES) – Location TBD 	<ul style="list-style-type: none"> ➤ Problem update: U.S. Strategic Culture, operational environment, national interests, grand strategy, & SLOC Strategies [1300] (S) ➤ Team AAR ➤ Team Collaboration & Research
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Review: Team charter concepts, Problem Charge and Learning Outcomes • Read (in eLibrary): <ol style="list-style-type: none"> 1) Toward a Theory of Strategy 2) Developing Strategists • Leadership Journal • Read critical thinking book 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Begin problem update: • Review research material, eLibrary, and Learning Outcomes • Prepare to discuss the homework readings from Monday • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare Problem Update #1: Country’s Strategic culture, operational environment, national interests, grand strategy, & SLOC Strategies • Review: Learning Outcomes and eLibrary • Review: Team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare Problem Update: U.S. Strategic culture and strategy + SLOCs • Review: Learning Outcomes and eLibrary • Review: Team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare Final Problem Update • Review: Learning Outcomes and eLibrary Review: Problem Charge, Deliverables, and research material • Leadership Journal

Key: C = Cohort; all other activities in assigned Seminar room; S = Seminar Room; **Note:** ALL Faculty *presentations* delivered in Seminar

WEEK 2

	Monday, 12 Jan 15	Tuesday, 13 Jan 15	Wednesday, 14 Jan 15	Thursday, 15 Jan 15	Friday, 16 Jan 15
		DUE: P1 Final Briefing	DUE: P1 Formative Assessment Essay 0800		DUE: Problem Update
AM 0800-1200	<ul style="list-style-type: none"> ➤ Coaches meet with teams ➤ Team Collaboration ➤ <i>Intellectual Traits discussion</i> 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 19 (0800-1100) ➤ Team Collaboration ➤ P1 Final Briefing: Country Strategic Culture, Compare & Contrast, Evaluate Potential Strategic Shifts (0800) (C) ➤ Cohort AAR (C) ➤ Team AAR 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 16 (0800-1100) ➤ Problem 2 Launch-ACLP440 [0800] (C) ➤ <i>Discuss Learning Requirements</i> ➤ Team Collaboration ➤ Team establishment, charter 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 17 (0800-1100) ➤ Coaches meet with teams @0800 ➤ <i>Joint Task Force Spotlight</i> ➤ <i>Strategy & Law Spotlight</i> ➤ <i>Elements of Thought</i> ➤ Team Collaboration 	<ul style="list-style-type: none"> ➤ Problem Update: Federal & Gov't Agencies + DoD [0800] (S) ➤ Team AAR ➤ <i>Elements of Thought</i> ➤ 1130-1300 SES Engagement Brown Bag Lunch (Location TBD)
PM 1300-1630	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 20 (1300-1600) ➤ Team Collaboration ➤ Coach + Team Round Table 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 14 (1300-1600) ➤ Individual work on assignments 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 18 (1300-1600) ➤ <i>US + DoD Spotlight</i> ➤ Team Collaboration ➤ Coach + Team Round Table 	<ul style="list-style-type: none"> ➤ Team Collaboration ➤ Coach + Team Round Table ➤ SES Engagement Individual Meeting Opportunities (1300-1600 – Previously Established with SES) – Location TBD 	<ul style="list-style-type: none"> ➤ Team Collaboration ➤ Coach + Team Round Table
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Finalize final briefing/deliverables • Review research material, eLibrary, and Learning Outcomes • Review Problem Charge, Deliverables, and Team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare and finalize P1 formative written assignment—Post into Blackboard (see syllabus for guidelines) • Complete Leader Behavior Assessment—Peer, Self • Leadership Journal (to include P1 Summary) 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Post Team Charter • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Problem update: Federal agencies + DoD • Review: Learning Outcomes and eLibrary • Review: Team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Problem update: State, Local, Tribal, NGOs and PS • Review: Learning Outcomes and eLibrary • Review: Team research material • Leadership Journal

Key: C = Cohort; S = Seminar Room; **Note:** ALL Faculty presentations delivered in Seminar

WEEK 3

	Monday, 19 Jan 15	Tuesday, 20 Jan 15	Wednesday, 21 Jan 15	Thursday, 22 Jan 15	Friday, 23 Jan 15
	Martin Luther King Holiday			DUE: P2 Final Briefing/Deliverable	DUE: P2 Formative Assessment Essay 0800
AM 0800-1200		<ul style="list-style-type: none"> ➤ Coaches meet with teams ➤ Team Collaboration ➤ <i>Elements of Thought</i> 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 19 (0800-1100) ➤ Coaches meet with teams ➤ Team Collaboration ➤ <i>Elements of Thought</i> 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 17 (0800-1100) ➤ Team Collaboration ➤ P2 Final Briefing/Deliverable to JTF CoS (C) [0900] ➤ Cohort AAR ➤ Team AAR 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 14 (0800-1100) ➤ Problem 3 Launch-ACLP460 [0830] (C) ➤ <i>Discuss Learning Requirements</i> ➤ Team Collaboration (form team +charter) ➤ 1130-1300 SES Engagement Brown Bag Lunch (Location TBD)
PM 1300-1630		<ul style="list-style-type: none"> ➤ SES Engagement – Sem 18 (1300-1600) ➤ Problem update: State, Local, Tribal, NGOs and PS [1300] (S) ➤ Team AAR ➤ Team Collaboration ➤ Coach + Team Round Table 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 20 (1300-1600) ➤ <i>Faculty Meeting [1400]</i> ➤ Team Collaboration ➤ Coach + Team Round Table 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 16 (1300-1600) ➤ <i>1300-1600 Mid -Term Coaching</i> 	<ul style="list-style-type: none"> ➤ Team Collaboration ➤ Coach + Team Round Table
		<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Problem Update: Prepare Final Deliverable • E-Library • Review: Problem charge, learning outcomes, and team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Problem Update: Final Deliverable • E-Library • Review: Problem charge, learning outcomes, and team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare and finalize P2 formative written assignment—Post into Blackboard (see syllabus for guidelines) • Leadership Journal (to include P2 Summary) 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare Problem Update: Overview of priority focus area • Review research material, e-Library, and learning outcomes • Leadership Journal

Key: **C** = Cohort; **S** = Seminar Room; **Note:** ALL Faculty presentations delivered in Seminar

WEEK 4

	Monday, 26 Jan 15	Tuesday, 27 Jan 15	Wednesday, 28 Jan 15	Thursday, 29 Jan 15	Friday, 30 Jan 15
	DUE: Problem Update		DUE: P3 Final Briefing	DUE: Problem 4 Presentation	
AM 0800-1200	<ul style="list-style-type: none"> ➤ Problem Update: Overview of priority focus area [0800] (C) ➤ Team AAR ➤ <i>Army Systems Spotlight</i> ➤ Team Collaboration ➤ <i>Universal Intellectual Standards</i> 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 14 (0800-1100) ➤ Coaches meet with teams @0800 ➤ Team Collaboration ➤ Coach + Team Round Table ➤ <i>Universal Intellectual Standards</i> ➤ 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 17 (0800-1100) ➤ Team Collaboration ➤ P3 Final Briefing to SECARMY [0800](C) ➤ Cohort Synthesis (C) 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 16 (0800-1100) ➤ Problem 4 Individual presentations [0800] ➤ Final Coaching ➤ 1130-1300 SES Engagement Brown Bag Lunch (Location TBD) 	<ul style="list-style-type: none"> ➤ Learning transfer and re-entry-ACLP485 [0800] ➤ Graduation [1000] in TBD
PM 1300-1630	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 20 (1300-1600) ➤ Team Collaboration ➤ Coach + Team Round Table 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 19 (1300-1600) ➤ <i>Faculty Meeting [1400]</i> ➤ Team Collaboration ➤ Coach + Team Round Table 	<ul style="list-style-type: none"> ➤ SES Engagement – Sem 18 (1300-1600) ➤ Problem 4 Launch ➤ <i>Discuss Learning Requirements</i> 	<ul style="list-style-type: none"> ➤ Director Seminar [1400] in TBD ➤ Focus Group one student per team [1500] ➤ SES Engagement Individual Meeting Opportunities (1300-1600 – Previously Established with SES) – Location TBD 	<p style="font-size: 2em; font-weight: bold; color: white;">SO MUCH OF WHAT YOU ARE IS WHERE YOU'VE BEEN.</p>
	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare Problem Update: Final deliverable for Wednesday • E-Library • Review: Problem charge, learning outcomes, and team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare Problem Update: Final deliverable to CoS • E-Library • Review: Problem charge, learning outcomes, and team research material • Leadership Journal 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare: Problem 4—Due 0800 Thursday. Review: Leadership Journal and previous formative writing assignments • Leadership Journal (to include P3 & Course Summary) 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Prepare for course close out; End of Course Survey 	<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Course close out; clean team work area. • Have a safe trip home

Key: C = Cohort; S = Seminar Room; **Note:** ALL Faculty presentations delivered in Seminar

Appendix B

Terminal Learning Objective (TLO) Descriptions



Terminal Learning Objective (TLO) Descriptions

Learning Objectives (LOs)

- LO AC-01 Analyze National Strategies
- LO AC-02 Assess the Operational Environment (OE)
- LO AC-03 Analyze Joint and Inter-Agency Cultures
- LO AC-04 Formulate Joint and Army Integration Strategies for Your Organization
- LO AC-05 Integrate Joint and Army Systems for Your Organization
- LO AC-06 Implement Change
- LO AC-07 Develop a Positive Culture
- LO AC-08 Create High Performance Teams
- LO AC-09 Manage Conflict
- LO AC-10 Develop an Implementation Plan
- LO AC-11 Implement Business Transformation Processes
- LO AC-12 Evaluate Organizational Requirements
- LO AC-13 Evaluate Organizational Performance and Provide Feedback
- LO AC-14 Implement Knowledge Management in Your Organization

➤ **LO AC-01 ANALYZE NATIONAL STRATEGIES**

ACTION: You will analyze national strategies of assigned countries such as China, India, Japan, and the United States. The analysis includes their national strategies and positions on international issues of Sea Lines of Communication (SLOC). You will then present your analysis and recommendations in a final briefing.

COMPETENCIES: You will apply knowledge from your analysis of national strategies by developing and presenting team updates and final presentation. Competency elements include:

1. Identifying and explaining national security strategy (NSS) components, foundations, and how they relate to **each other**.
2. Developing and presenting the national security strategies overview of your assigned country to include the Ends, Ways, and Means of that country.
3. Comparing and contrasting the United States' Ends, Ways, and Means with those of the assigned country.
4. Analyzing and applying instruments of national power to prepare, develop, and defend your country's position and strategy on the international issue (SLOC).
5. Analyzing national security strategies of other countries to determine negotiating points, competing interests, joint interests, and friction/conflict areas.
6. Analyzing relevant regional security programs, policies, and agreements, and incorporating the analysis into presentations
7. Demonstrating an understanding of the effects of culture on one country's strategies.

➤ **LO AC-02 ASSESS THE OPERATIONAL ENVIRONMENT (OE)**

ACTION: You will assess the Operational Environment (OE) and analyze the strategic environment of the international region, assigned countries, and the United States to determine the OE's impact on national security strategies.

COMPETENCIES: You will apply your analysis of the OE by developing and presenting team updates and individual requirements and incorporating them into the final presentation. Competency elements include:

1. Assessing the assigned country using operational variables: Political, Military, Economic, Social, Information, Infrastructure, Physical Environment, and Time (PMESII-PT) and incorporating the assessment and analysis of the country's national strategies.
2. Comparing and contrasting the assessment of the OE to identify the potential impact on the United States and its relationship with the assigned country, and the international posture.
3. Assessing the United States' and other countries' use of the elements of power.
4. Analyzing the impact of cultural values, interests, and objectives on the OE of the region and describing how culture affects interaction between those countries and the United States.

➤ **LO AC-03 ANALYZE JOINT AND INTER-AGENCY CULTURES**

ACTION: You will analyze Joint and Interagency cultures and the impact that organizational cultures have on the nation's response to a domestic crisis.

COMPETENCIES: You will apply your analysis of Joint and inter-agency cultures by developing and presenting team updates for a final presentation to the JTF CofS.

Competency elements include:

1. Analyzing the roles and responsibilities of federal, state, local, and tribal governments, non-governmental organizations (NGOs), and private sectors (PS) agencies in response to a domestic crisis.
2. Analyzing how a domestic crisis specifically impacts each department and agency of the Federal Government.
3. Analyzing the impact of U.S. Laws on the ability of the USG to respond to a domestic crisis.
4. Assessing the validity of existing legal and co-operative agreements between governmental agencies for an effective national response to a domestic crisis.

➤ **LO AC-04 FORMULATE JOINT AND ARMY INTEGRATION STRATEGIES FOR YOUR ORGANIZATION**

ACTION: You will recommend relevant strategies for the DoD to respond effectively to a domestic crisis.

COMPETENCIES: You will apply the formulation of strategies by developing and presenting team updates for a final presentation to the JTF CofS. Competency elements include:

1. Identifying existing Joint and Army strategies for response to a domestic crisis.
2. Assessing the effectiveness of existing strategies in response to a domestic crisis.
3. Determining changes necessary to increase the effectiveness of existing response strategies.

➤ **LO AC-05 INTEGRATE JOINT AND ARMY SYSTEMS FOR YOUR ORGANIZATION**

ACTION: You will describe how Joint and Army systems impact on the nation's response to a domestic crisis.

COMPETENCIES: You will apply your analysis of Joint and Army systems by developing and presenting team updates for a final presentation to the JTF CofS. Competency elements include:

1. Analyzing the impact of Joint and Army systems on the government's ability to respond effectively to a domestic crisis.
2. Analyzing how Joint and Army systems can integrate effectively into the national response plan to a domestic crisis.
3. Identifying issues that affect Joint and Army systems integration processes adversely within the national framework for response to a domestic crisis.
4. Determining the specific role and responsibilities of a JTF when responding to a domestic crisis.

➤ **LO AC-06 IMPLEMENT CHANGE**

ACTION: You will assess the Army's transformational process for current operations and future requirements, with regard to the SECARMY priority you study.

COMPETENCIES: You will apply your knowledge of the Army transformational process by developing team updates in a final presentation. Competency elements include:

1. Analyzing the Army's transformational process required by TAP.
2. Proposing how the Army's transformational process translates into organizational change.
3. Comparing the Army's transformational process with organizational change models.
4. Critiquing the effectiveness of the Army and its subordinate organizations to implement change as it relates to Army imperatives.
5. Recognizing the changes necessary for the Army and its organizations to meet readiness requirements.
6. Evaluating the internal and external environments, influences, and processes that hamper or enhance the implementation of change in support of the SECARMY priority you study.

➤ **LO AC-07 DEVELOP A POSITIVE CULTURE**

ACTION: You will analyze the Army's culture and its impact on TAP.

COMPETENCIES: You will apply your knowledge of Army cultures and TAP requirements by developing team updates in a final presentation. Competency elements include:

1. Assessing whether or not the Army's culture is in alignment with TAP.
2. Assessing the influence and impact of the Army's culture on the requirements of TAP.
3. Assessing the influence and impact of organizational-level cultures on the requirements of TAP.
4. Assessing the influence of culture on implementing change and transformation.

➤ **LO AC-08 ESTABLISH HIGH PERFORMANCE TEAMS**

ACTION: Establish high performance teams.

COMPETENCIES: Apply characteristics, attributes, and the functions of high performance teams in daily work and presentations. Competency elements include:

1. Identifying the characteristics of a high performance team.
2. Evaluating the characteristics of a high performance team and integrating them into a team charter for the duration of the assigned project/problem.
3. Managing resources effectively to complete the assigned project/problem.
4. Managing competing team demands to eliminate barriers and complete the requirements successfully.
5. Integrating individual strengths and mitigating weaknesses effectively.
6. Developing and modeling a positive and ethical team climate.

➤ **LO AC-09 MANAGE CONFLICT**

ACTION: Develop effective techniques for negotiation, collaboration, mitigation, and organizational conflict management strategies.

COMPETENCIES: Apply conflict management strategies during daily work, interactions, and presentations. Competency elements include:

1. Analyzing what types of conflict may arise within the team (internal) and between other cohort teams (external).
2. Differentiating between normal and healthy conflict versus negative and detrimental conflict.
3. Managing normal and healthy conflict effectively to improve team collaboration, performance, and organizational relationships.
4. Managing negative and detrimental conflict effectively by using elimination, mitigation, negotiation, and other effective techniques or strategies.

➤ **LO AC-10 DEVELOP AN ACTION PLAN**

ACTION: Develop a comprehensive action plan for the assigned problem charge.

COMPETENCIES: Apply critical thinking and analysis to develop an effective action plan for the assigned problem charge by developing and presenting team updates and a final presentation. Competency elements include:

1. Incorporating critical thinking and a problem solving methodology to identify requirements and develop an effective action plan.
2. Analyzing the elements of strategic documents to develop an action plan that addresses the problem charge.

➤ **LO AC-11 IMPLEMENT BUSINESS TRANSFORMATION PROCESSES (TBD)**

➤ **LO AC-12 EVALUATE ORGANIZATIONAL REQUIREMENTS**

ACTION: Analyze and synthesize information and complex tasks for direct and implied organizational requirements.

COMPETENCIES: Apply evaluation and analysis of organizational requirements using problem solving and critical and creative thinking to evaluate the problem charge.

Competency elements include:

1. Implementing critical and creative thinking to determine problem solving processes and requirements for addressing issues.
2. Evaluating requirements and resources using Strengths, Weaknesses, Opportunities, and Threats (SWOT) or other analysis models to develop an effective action plan.
3. Evaluating the identified requirements effectively for problem deliverables.

➤ **LO AC- 13 EVALUATE ORGANIZATIONAL PERFORMANCE AND PROVIDE FEEDBACK**

ACTION: Evaluate established performance indicators and provide organization (team) feedback for sustaining good performance and improving poor performance.

COMPETENCIES: Apply organizational and team diagnostic tools by evaluating organizational (team) performance and feedback in daily work, updates and final presentation. Competency elements include:

1. Using the Army After Action Review (AAR) process as a vehicle to evaluate performance and provide feedback to the organization (team).
2. Analyzing the organization's (team) performance by identifying areas of strong and weak performance.
3. Analyzing daily performance and feedback from faculty on individual and team performance and products.
4. Analyzing feedback effectively to sustain good performance, address concerns, and improve poor performance.
5. Measuring the organization's (team) performance against mission objectives.

➤ **LO AC-14 IMPLEMENT KNOWLEDGE MANAGEMENT IN YOUR ORGANIZATION**

ACTION: Implement a knowledge management plan as a team.

COMPETENCIES: Apply an effective team knowledge management plan as a team in daily work, updates, and final presentations. Competency elements include:

1. Identifying critical informational requirements.
2. Vetting reliability and creditability of resources.
3. Using only creditable and reliable resources.
4. Collating information and resources for effective use by the team and for the country book.
5. Managing information flow.
6. Sustaining effective internal information management between team members.

APPENDIX C

ASSESSMENTS

&

Rubrics



ASSESSMENTS

- **Multi-Source Assessment and Feedback (360).** Prior to arriving at the Advanced Course students should have completed a 360-degree leader assessment from the Army’s online Multi-Source Assessment and Feedback (MSAF). Although feedback is personal in nature it is highly recommended that the results of the report be discussed with a coach. Individuals may take advantage of the professional online coaching available through www.msaf.army.mil. Individuals may also review MSAF results with an Advanced Course coach. These coaching sessions are separate from the scheduled coaching sessions and should be set up based on individual interest.
- **Leader Behavior Assessment.** Following Problems 1 & 2, you will participate in a group Leader Behavior Assessment. The assessment is comprised of two elements: Peer and Self. The elements combine to give you a 270 degree perspective of your leader behaviors. This group feedback and the coaching sessions will provide you an opportunity to receive feedback that may validate or show improvements relating to your MSAF results, especially in relationship to your peers.
- **Formative Assessments—Essay.** A formative essay is required at the end of Problems 1 and 2. The Formative Assessment Essay allows you to elaborate, explore, and connect the course material with your own professional and personal experiences. More specifically, the essay provides an opportunity for you to explore the complex and diverse material that you encountered and explain how those concepts apply to you *and your workplace*.

These assignments consist of **the following required elements defined as follows:**

Problem 1
<ol style="list-style-type: none">1. <u>Team Dynamics</u>. Discuss what you learned about high performance teams and the team formation process. Some areas to include in your discussion: whether your expectations met or differed from your actual team experiences; what team “norms” were or were not followed; the extent to which your team worked together.2. <u>Analyze the Learning Outcomes/Objectives</u>. Considering the learning outcomes/objectives, what are the 2-3 most important take-aways for you from P1? Discuss how you can apply this knowledge or insight back at your duty station and the upcoming problem charge.

Problem 2

1. Team Analysis. Assess your team's effectiveness and performance during the problem. Consider what factors contributed to effective and/or ineffective team behavior; how have your views about teamwork changed since P1? Be sure to cite specific examples in your assessment
2. Analyze the Learning Outcomes/Objectives. Considering the learning outcomes/objectives, what are the 2-3 most important take-aways for you from P2? Discuss how it relates to the learnings from P1? Discuss how you can apply this knowledge or insight back at your duty station and the upcoming problem charge.
3. Organizational Reflection. Relate what you learned about Joint and Interagency cultures and operations in response to natural disasters, to your home station assigned duties and organization.

You need to address all questions for each essay in an organized and well-written manner. The essay will consist of **500 - 1000 words (NTE 1000 words)** (~2-4 pages) composed in 12-pitch font, Times New Roman script, double-spaced text, 1-inch margins. Reference will be expected and will be cited appropriately per an appropriate publication protocol (e.g. APA, Chicago, Turabian, etc. ...) **No Abstract is required.** Each essay must be original work and appropriate to the specific problem charge. A slightly modified version of a previously submitted essay is unacceptable. While you may cite from your previous work, less than 5% of your current work can be direct quotes. This also applies to citations from other sources. The quality of the writing needs to reflect serious critical and creative thinking, and the paper should demonstrate your professional writing abilities (i.e., correct grammar, proper sentence structure, professional writing style, and comprehension of the course content. Faculty will use the grading rubric at Appendix C, page C-4 to assess your essays

- **Assignment Submission:** Upload individual assignments into the *Submit Assignment* folder in Blackboard.
- **Oral Presentation Assessment.** Faculty will use the grading rubric at Appendix C, page C-7 to assess your final team oral presentations and your Problem 4 presentation.

**ARMY MANAGEMENT STAFF COLLEGE
GENERAL WRITING ASSESSMENT**

STUDENT NAME:

DATE:

EVALUATOR:

TOPIC: Formative Essay

	Grade	FACULTY COMMENTS:
ORGANIZATION + BODY	30%	
Introduction + Thesis (10%)		
Organization + Flow (10%)		
Conclusion (10%)		
CRITICAL ANALYSIS	50%	
Focus (20%)		
Logic (10%)		
Depth/Breath (10%)		
Support (10%)		
READABILITY + STYLE	20%	
Readability/Style (10%)		
Syntax/Grammar (10%)		
FINAL GRADE:		

Overall Comments:

Criteria Descriptions

Criteria	Failed to Meet Minimum Standards	Fair	Satisfactory	Good
Introduction + Thesis (10 points)	Missing clear introduction; jumps directly into topic. No clear thesis statement. 0-5	Introduction reflects barely adequate information to acquaint reader to the problem context. Thesis not entirely apparent. 6-8	Contains a focus and provides sufficient detail to set the stage for the body of the essay, but may contain extraneous information. Thesis mixed among many sentences and hard to piece together. 9	Introduction is sharp and inviting, with distinct focus; Thesis is evident, and the point to be argued is well-stated. 10
Organization + Flow (10 points)	Is random and without focus or organization. 0-5	Essay organization is choppy and may, at times, be difficult to follow. 6-8	Is logical, clear, and controlled. 9	Has a clear sense of logical order appropriate to the content and thesis. 10
Conclusion (10 points)	None provided. 0-5	Conclusion is recognizable and ties up almost all loose ends. 6-8	Conclusion effectively summarizes topics. 9	Summarizes the material considered, draws conclusions, and, where appropriate, makes recommendations 10
Focus (20 points)	Essay lacks a focus; no effort to relate the essay to the assigned three assigned topics. 0-5	Essay reflects pointless or distracting departures from the focus of the assigned topic; addressed only one of three assigned topics. 6-10	Most of the essay is related to the assigned topic. The essay wanders off at one point, but the reader can still learn something about the topic; addresses only two of the topical areas. 11-15	Paper fully met the focus of the essay and addressed all three topical areas. 16-20
Logic (10 points)	Inconsistent arguments; no analysis evident or presents a simplistic, inappropriate, or incoherent analysis of or response to the issue. 0-5	Presents an adequate assessment of the issue, elaborating the response with sufficient examples and acceptable reasoning. In some cases, may lack evidence to support analysis—making broad generalizations and unsupported assertions. 6-8	Presents a thoughtful assessment of the issue, elaborating the response with appropriate examples and sensible reasoning. 9	Presents a cogent analysis of the stated issue, elaborating the response with well-chosen examples and persuasive reasoning; arguments unflinchingly consistent; does not contradict stated positions; conclusions follow from the available evidence. 10
Depth/Breadth (10 points)	Did not address the complexities of the issue 0-2	Superficial coverage of the issue 2-5	Moderate coverage of the complexities of the issue 6-8	Fully addressed the complexities of the issue. 9-10

Support (10 points)	Opinions, findings, recommendations, and assertions unsupported. 0-5	Opinions, findings, recommendations, and assertions partially supported. 6-8	Opinions, findings, recommendations, and assertions moderately supported. 9	Opinions, findings, recommendations, and assertions fully supported with pertinent, concrete evidence. 10
Readability/Style (10 points)	Writing unclear and difficult to follow; excessive jargon; paper is poorly structured. Excessive use of long, cumbersome sentences and paragraphs. 0-5	Writing is marginally clear and easy to follow; contains excessive jargon; contains many long, cumbersome sentences and paragraphs. 6-8	Writing is clear and easy to follow; may contain some excessive jargon; may contain few long, cumbersome sentences and paragraphs. 9	Writing clear and easy to follow; author avoids excessive jargon; paper is well structured. Author avoided long, cumbersome sentences and paragraphs. 10
Syntax/Grammar (10 points)	Fails to demonstrate competency with language use; sentence constructions and vocabulary may be inappropriate, facile, or incoherent; contains serious and multiple errors that seriously hinder the reading of the paper. No evidence of transitions between paragraphs or sections. 0-5	Demonstrates competency with language use, but sentence constructions and vocabulary may be limited or repetitive; contains multiple errors that hinder essay's readability. Inadequate transitions. 6-8	Demonstrates knowledge of and skill with complex and varied sentence constructions and vocabulary; may contain errors, but these errors do not interfere with the essay's overall effectiveness. Basic transitions are used. 9	Uses sophisticated language that engages the reader; uses precise language that expresses complex ideas clearly; contains few, if any, errors of spelling, grammar, paraphrasing, or plagiarism. Transitions are mature and graceful. 10

ORAL PRESENTATION ASSESSMENT FORM

SPEAKER: _____ **PROBLEM:** _____ **DATE:** _____

EVALUATOR: _____

COMMENTS (Strengths/Recommendations for Improvement):

ORGANIZATION:

Introduction:

Conclusion/Summary:

Body:

ANALYSIS:

Thesis/Focus:

Depth/Breadth:

Logic:

Support:

CLARITY:

Appearance/Movement:

Visual Aids:

Sincerity/Enthusiasm:

Questions:

Eye Contact:

Adherence to Time:

Voice Quality:

EFFECTIVENESS: Explanation of Oral Presentation and Assessment Rubric

↓ Assignment for speaking/presenting ↓				
<p>Deliver an oral presentation that lasts for not less than 10 minutes and not more than 15 minutes, with a question and answer period not to exceed 10 minutes. Audience: Present a professional briefing to a General Officer (G.O.), or a member of the Senior Executive Service (SES). Specifically address or give an overview of:</p> <p style="text-align: center;">1. The Civilian Education System (CES) Advanced Course and its importance to the Army.</p> <p>2. Address what you learned during each phase of the CES Advanced Course, and describe how you will use this information upon return to the workplace.</p> <p>3. What you learned about yourself, your leadership ability and style, and how you will use this information to make yourself a more effective leader.</p>				
Performance Level				
1	2	3	4	5
Low ←				→ High

Explanation and Assessment Rubric

↓ Introduction ↓

Peer				Coach
	Did not use professional courtesies; gained audience's attention; identified self	Introduction step vague or not tied to briefing.	Used professional courtesies; gained audience's attention; identified self.	
	No clear thesis.	Thesis is not focused or relevant to the purpose.	Thesis is clearly stated, focused, and explained up front.	
	No introduction of major points.	Vague introduction of major points.	Clearly introduces major points that are relevant to the thesis.	

↓ Body ↓

	Not explained well	Explained importance of CES AC to Army	Fully explains the how and why CES AC is important to the Army & Army Civilian Corps.	
	Each phase of CES AC not fully explained and how information will be used in the work place	Addresses learning during each phase of CES AC and how information will be used in the work place	Explains in full detail learning during each phase of CES AC and how information will be used in the work place with examples	
	Vaguely describes learning that has taken place, few examples	Presents some major areas of self reflection/learning about self and leadership	Explains in detail reflections/learning about leadership ability and style. Gives examples of leadership learning that will increase effectiveness in the work place.	
	Major points do not support thesis.	Major points partially support thesis.	Major points fully support thesis, and flow in logical sequence.	

	Fails to consider multiple viewpoints.	Presents multiple viewpoints but does not reason through them.	Clearly and fairly discusses multiple viewpoints, and complexity of the viewpoints presented.	
	Fails to show how evidence supports main points/thesis.	Weak analysis of evidence to show how it supports main points/thesis.	Clear reasoning that shows how evidence supports main points/thesis.	
	Presentation fails to consider audience's prior knowledge.	Presentation generally considers the audience's prior knowledge of the topic.	Presentation considers the audience's prior knowledge, biases, and agendas.	
	Does not address implications/consequences of the assertion or recommendation.	Partially addresses implications/consequences of the assertion or recommendation.	Fully develops implications/consequences of the assertion or recommendation.	
	Fallacies abound within the presentation.	Some fallacies exist within the presentation.	Presentation is free of fallacies; facts are presented in a clear and credible fashion.	
	No transitions.	Transitions are not always clear or smooth.	Transitions are smooth and effectively connect major/minor points.	
	Graphics are busy distracting from the speaker's main points/assertion or overload the audience.	Graphics partially support the speaker's main points/assertion.	Graphics are in bullet format and effectively support the speaker's main points/assertion.	

↓ **Conclusion** ↓

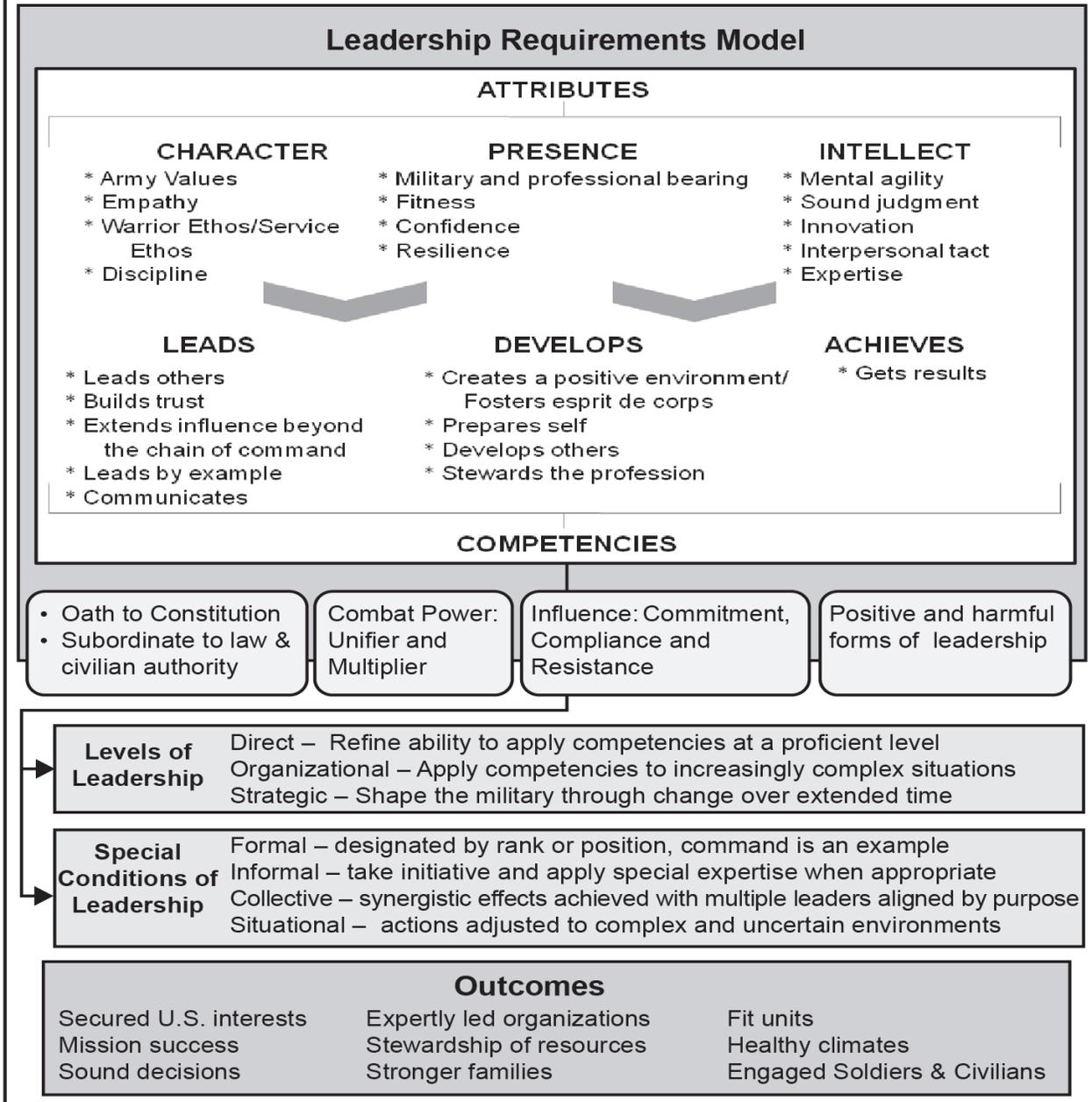
	No conclusion or one that does not support the thesis.	Conclusion partially supports thesis.	Conclusion is clear and reinforces thesis and major points.	
	Conclusion is disconnected from the evidence and reasoning, or it introduces new ideas.	Conclusion is not strongly linked to the evidence and reasoning, or it is not concise.	Conclusion is fully justified by the evidence and the reasoning, and it is concise.	

↓ **Style and Mechanics** ↓

	Speaker's words/ tone are not appropriate to audience and/or purpose, speaks in monotone. Uses excessive fillers (uh's, um's, ok, etc).	The speaker does not always speak loud enough to be heard, words/ tone are generally appropriate to audience and/or purpose. Uses a few fillers.	Speaker speaks clearly and loudly enough to be heard, words/tone draws the audience into the presentation. Does not use fillers.	
	Body language is inappropriate, repeats gestures, and paces nervously.	Speaker's dress and body language does not always enhance the presentation.	Speaker's professional dress, body language, and gestures enhance the presentation.	
	Does not anticipate or respond to questions.	Does not fully answer questions. Does not answer the questions that were asked.	Anticipates questions. Answers questions with clarity, accuracy, and precision.	
	Speaker has difficulty using equipment/setting.	Speaker's use of equipment/setting is not effective or smooth.	Speaker effectively uses equipment/setting.	

The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

The Leadership Requirements Model establishes what leaders need to be, know and do. A core set of requirements informs leaders about expectations.



Underlying Logic of Army Leadership

(ADP 6-22, *ARMY LEADERSHIP*, AUG 2012, pg iii, Figure 1)

APPENDIX D

PROBLEM CHARGES



COURSE SCENARIOS

The Advanced Course has four separate Problem Charges that are designed to achieve the Terminal Learning Objectives (TLO) described previously in Appendix B.

➤ **Problem Charge #1: International Focus→National Strategies**

You are assigned to an Army Strategic Planning Team that is conducting a strategic analysis of regional Sea Lines of Communication (SLOCs) for the CSA who is preparing to attend a Joint Strategic Working Group on SLOCs at DoD. There is considerable tension in the Pacific region, and the Army Planning Team Chief expects there will be some challenges to current national and international policies/agreements.

The planning team chief formed a strategic planning team to prepare an analysis of the National Strategies for the key countries in the region as they pertain to SLOCs, how those strategies may change given the OE, and how U.S. National Strategies compare to the strategies of the other nations involved.

➤ **Problem Charge #2: Domestic Focus→U.S. Government Inter-Agency and Joint Operations—Crisis Action Planning**

You are assigned as a Department of the Army Civilian Corps Planning Officer on a JTF. The JTF must determine its role in responding to the possibility of a devastating earthquake in the Oakland, California area.

➤ **Problem Charge #3 (PC3): Army Issues--Army Readiness Analysis**

Your boss has assigned you to a team that is to determine how your organization / Agency will move forward toward 2020. Your boss has shared Secretary of the Army John. M. McHugh list of Top Priorities with your team that is crucial to executing the Army's Title 10 responsibilities and to prepare our Army to support our National Security Strategy. Your team will conduct a study of **one** of the four listed Top Priorities. In your assessment, you will identify where we are now and where we want to go. What are the means necessary to move forward toward 2020?

➤ **Problem Charge #4: Individual Synthesis of Course Concepts**

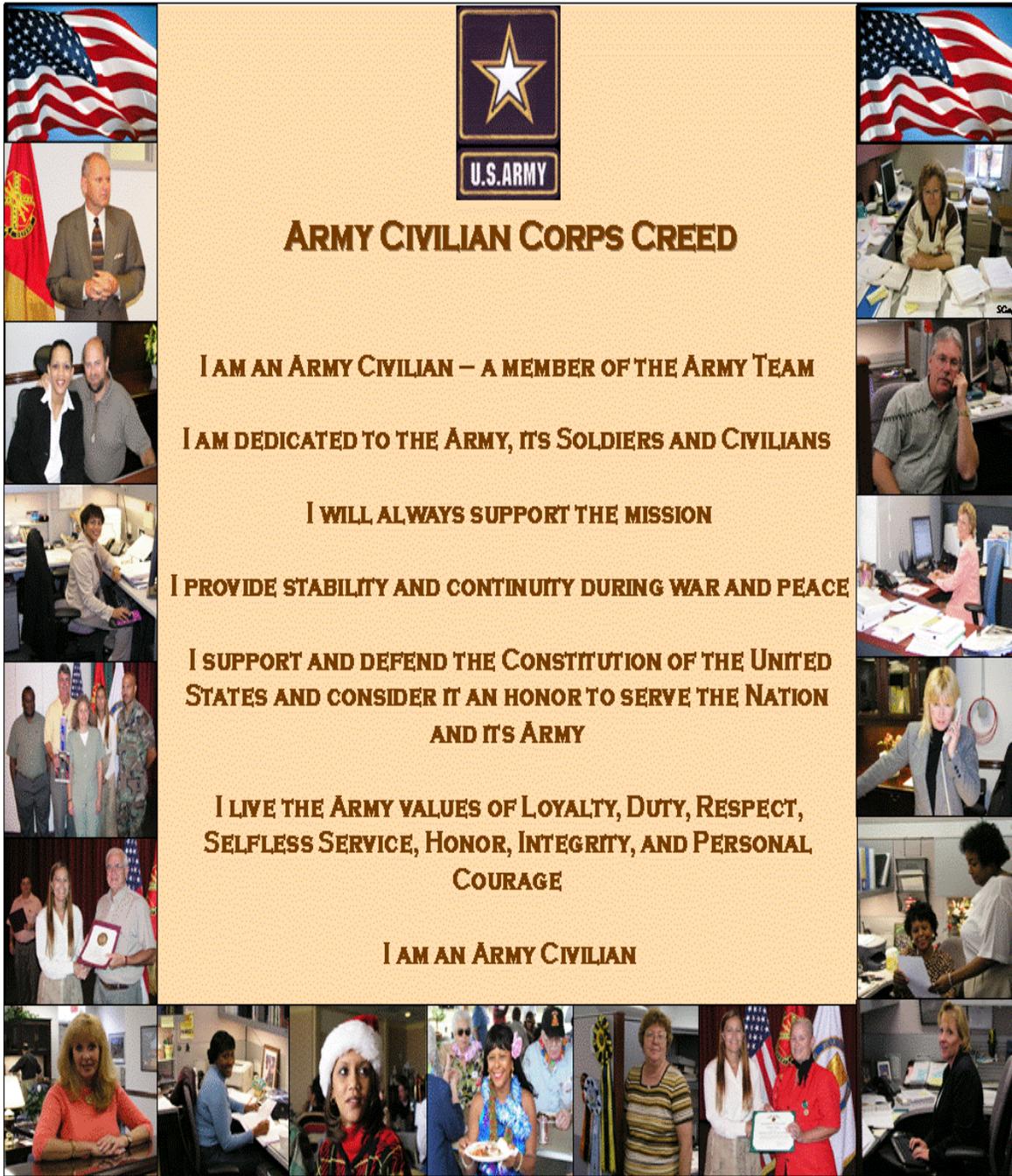
Present a professional briefing to a General Officer (GO) or a member of the Senior Executive Service (SES) of what the CES Advanced Course accomplishes from an attendees viewpoint for the good of the US Army. Ensure that you address the concerns echoed in the course's Global Scenario.

Each Problem Charge has specific Terminal Learning Objectives (TLO) to be accomplished for that respective Problem Charge; however, there are several TLO's that are common to the first three (3) Problem Charges. They are as follows:

TLOs COMMON TO EACH PROBLEM

- ✓ LO AC-08 Establish High Performance Teams
- ✓ LO AC-09 Manage Conflict
- ✓ LO AC-10 Develop an Implementation Plan
- ✓ LO AC-12 Evaluate Organizational Requirements
- ✓ LO AC-13 Evaluate Organizational Performance and Provide Feedback
- ✓ LO AC-14 Implement Knowledge Management into Your Organization

(See Appendix B for greater detail explanation of each of the TLO's)



“I, _ [state your name]_, will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God.” (Army Civilian Corps New Employee Handbook, pg. 6)

PROBLEM CHARGE # 1

International Focus → National Strategies



Problem 1 - International and National Strategies

LEARNING OBJECTIVES

CONDITION: In an academic environment assigned as a team member of an Army Strategic Planning Team that will conduct a strategic analysis. You will use laptops with internet access, subject specific spotlights, resources, and research references.

LO AC-01 ANALYZE NATIONAL STRATEGIES

ACTION: You will analyze national strategies of assigned countries such as China, India, Japan, and the United States. The analysis includes their national strategies and positions on international issues of Sea Lines of Communication (SLOC). You will then present your analysis and recommendations in a final briefing.

COMPETENCIES: You will apply knowledge from your analysis of national strategies by developing and presenting team updates and final presentation. Competency elements include:

1. Identifying and explaining national security strategy (NSS) components, foundations, and how they relate to **each other**.
2. Developing and presenting the national security strategies overview of your assigned country to include the Ends, Ways, and Means of that country.
3. Comparing and contrasting the United States' Ends, Ways, and Means with those of the assigned country.
4. Analyzing and applying instruments of national power to prepare, develop, and defend your country's position and strategy on the international issue (SLOC).
5. Analyzing national security strategies of other countries to determine negotiating points, competing interests, joint interests, and friction/conflict areas.
6. Analyzing relevant regional security programs, policies, and agreements, and incorporating the analysis into presentations.
7. Demonstrating an understanding of the effects of strategic culture on one country's strategies.

LO AC-02 ASSESS THE OPERATIONAL ENVIRONMENT (OE)

ACTION: You will assess the Operational Environment (OE) and analyze the strategic environment of the international region, assigned countries, and the United States to determine the OE's impact on national security strategies.

COMPETENCIES: You will apply your analysis of the OE by developing and presenting team updates and individual requirements and incorporating them into the final presentation. Competency elements include:

1. Assessing the assigned country using operational variables: Political, Military, Economic, Social, Information, Infrastructure, Physical Environment, and Time (PMESII-PT) and incorporating the assessment and analysis of the country's national strategies.
2. Comparing and contrasting the assessment of the OE to identify the potential impact on the United States and its relationship with the assigned country, and the international posture.
3. Assessing the United States' and other countries' use of the elements of power.
4. Analyzing the impact of cultural values, interests, and objectives on the OE of the region and describing how culture affects interaction between those countries and the United States.

Problem Charge

How does the United States guarantee continued free and open access to SLOCs?

You work with an Army Strategic Planning Team that is conducting a strategic analysis of regional SLOCs for the Chief of Staff of the Army (CSA) who is preparing to attend a Joint Strategic Working Group on SLOCs at the Department of Defense. There is considerable tension in the Pacific region, and the Army Planning Team Chief expects there will be some challenges to current national and international policies/agreements.

The planning team chief formed a strategic planning team to prepare an analysis of the National Strategies for the key countries in the region as it pertains to SLOCs, how strategies may change given the OE, and how U.S. National Strategies compare to the strategies of the other nations involved. You will serve on a sub-team to conduct the National Strategic Analysis for a specified country in the region.

Deliverables

Student teams will present two problem updates of “**NO LESS THAN 10, NO MORE THAN 20 MINUTES**” prior to the final presentation. The focus of each update is listed in the course schedule and summarized below.

UPDATE #1 (10-20 minutes)
<ul style="list-style-type: none">✓ Who is your country?✓ What are your country’s strategic culture, national interests, and national strategy?✓ Assess the operational environment.✓ Analyze your country’s SLOC strategy
UPDATE #2 (10-20 minutes)
<ul style="list-style-type: none">✓ Analyze the U.S. strategic culture, operational environment, national strategy, and SLOC strategy

Final Deliverables

Team Deliverables

You will prepare a presentation for the strategic planning team chief, who will use the information and findings from your presentation to prepare the CSA for his Joint Strategic Working Group at DoD. You must provide valid data and rationale to support your conclusions. Two or three speakers will be allowed to deliver the briefing, with preference going to those who have not previously briefed. Each country team will have 25 minutes for their presentation. Questions from the receiver may be asked during the briefing or at the conclusion of each country brief.

You must:

1. Provide an assessment and analysis of the operating environment, your country's strategic culture, national interests, and objectives, and identify how these factors influence and shape your country's strategy.
2. Compare and Contrast the U.S. and your country's strategies.
 - a. National Strategies (Ends-Ways-Means)
 - b. Strategy relative to pertinent regional SLOCs
3. Evaluate potential strategic shifts in national interest and objectives for your country and the U.S. in the next three years, with particular attention to the following:
 - a. Events/forces/influences that might change the strategy of your country
 - b. Geopolitical implications in the region
 - c. U.S. potential response to your country's strategic shift

Individual Deliverables

A Formative Assessment - Essay #1 (see Appendix C for requirements)

Maintain a running Leadership Journal (see Appendix F for requirements)

Deliverables Schedule (see *Weekly Schedule*)

Learning Resources

1. e- Library
2. Internet

PRESENTATIONS OVERVIEW FOR PROBLEM CHARGE # 1

Creative Thinking: This activity focuses on understanding creativity and using creative thinking skills to solve complex or ambiguous problems. Creative and critical thinking are complementary cognitive skills. Creativity provides novel thought, and critical thinking provides the judgment to put that thought to good use.

High Performance Teams: Team building and teamwork are essential to accomplish the Army's mission. One of the most difficult teams to develop and work with is a team of peers who are also leaders of subordinate organizations. Meeting the demands of the current operational tempo and transformational demands requires the development of high performance teams. Reviewing and understanding the characteristics of a High Performance Team are essential to strategic leadership.

Learning Requirements Discussion - Faculty will facilitate a discussion of the learning requirements and ask each team member to share the requirements that he or she has identified in a round-robin fashion. Those requirements will be listed on a flip chart so the teams can have a complete list of the requirements identified. If there are critical requirements not identified by the team, faculty will ask questions to derive them.

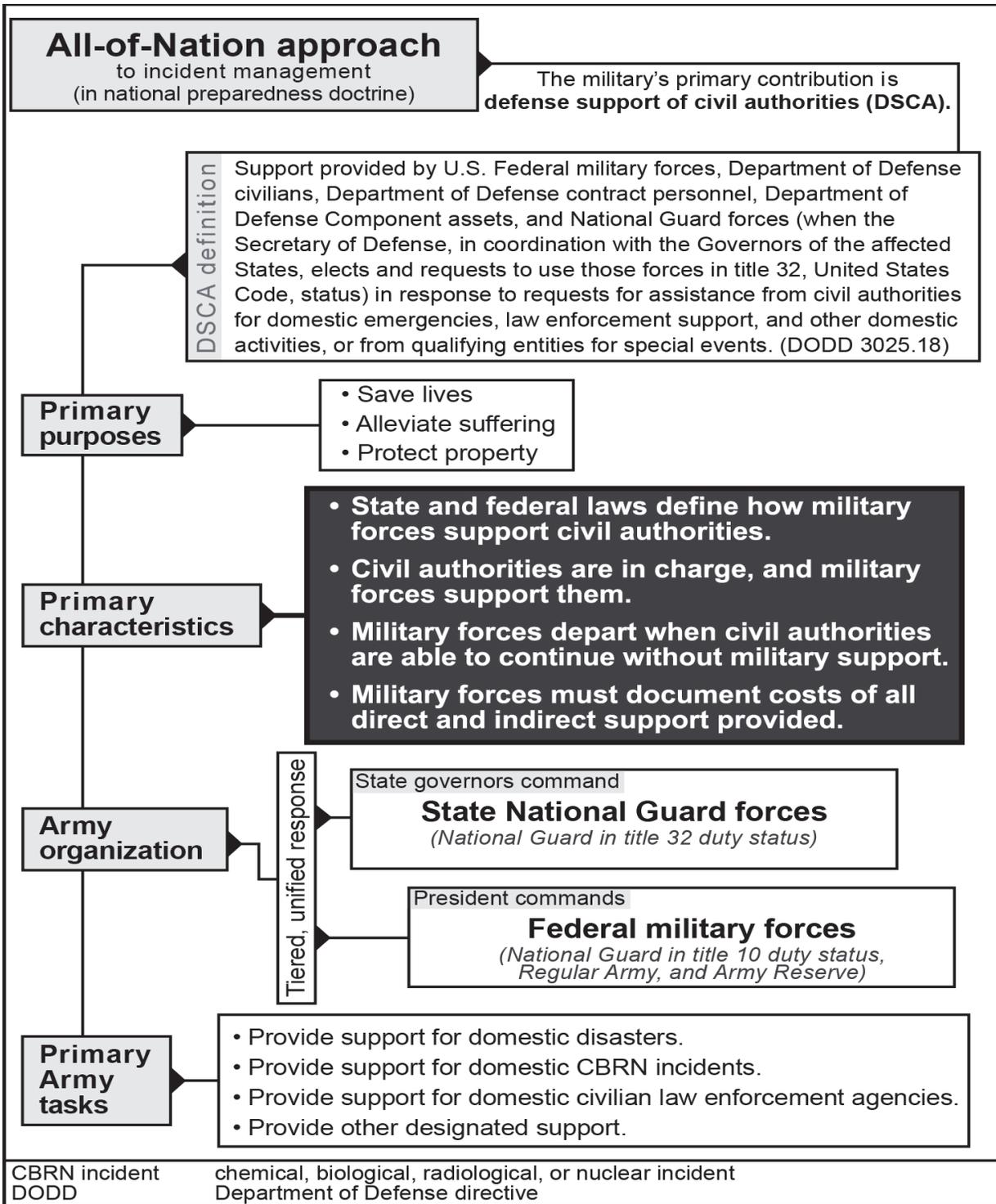
Critical Thinking: Senior leadership requires higher order critical thinking, and critical thinking uses intellectual standards and elements of reasoning. This review lays the foundation for critical thinking as an important part of problem solving. As an Army leader, you must be able to apply discipline and rigor to your thinking so that you can solve complex problems and provide sound judgment and advice to other Army leaders. You will recall the mindset and skills necessary to apply critical thinking during this course to academic problems presented and are expected to solve in your organization.

The critical thinking presentation intermingles with creativity. According to Paul and Elder (2008), "criticality assesses; creativity originates." They are both cognitive processes that are necessary to solve unique or ambiguous problems. *Army Leadership, ADP 6-22*, lays out the expectation that Army leaders be mentally agile, which finds its basis in critical thinking.

Operational Environment: This lesson highlights the interconnectedness of the environmental variables (PMESII-PT). The key take away is that a change in one variable can ripple across the broader environment. Understanding the interconnected environmental variables and the environment's effect on strategy will enable the teams to evaluate potential shifts based on environmental shifts.

Strategy: This presentation provides a foundation and framework useful for understanding how countries formulate national or grand strategies. It will introduce the components of national strategies through discussion of readings.

Presentation Skills: This lesson provides a review of material covered in previous CES courses and presents tips and techniques to improve your presentation skills.



Overview of defense support of civil authorities

(ADP 3-28, *DEFENSE SUPPORT OF CIVIL AUTHORITIES*, July 2012, pg. iv, Figure 1)

PROBLEM CHARGE # 2

Domestic Focus→U.S. Government Inter-Agency and Joint Operations—Crisis Action Planning



LEARNING OBJECTIVES (LOs)

CONDITION: In an academic environment assigned as a team member of an Army Crisis Action Team operating within a Joint Task Force (JTF) that will conduct an analysis of the U.S. national response to a domestic crisis (an earthquake in California). You will use laptops with internet access, subject specific spotlights, resources, and research references.

LO AC-01 ANALYZE NATIONAL STRATEGIES

ACTION: You will analyze U.S. national strategies and the impact of a large-scale domestic crisis, with an emphasis on the National Defense Strategy and National Homeland Security/Defense Strategies.

COMPETENCIES: You will apply your analysis of national strategies by developing and presenting team updates and presenting a final briefing to the JTF Chief of Staff (CofS). Competency elements include:

1. Analyzing relevant security and defense strategies such as presidential security directives, policies, and agreements to incorporate into the CofS presentation.
2. Analyzing relevant response plans, and identifying conditions necessary for execution in response to a domestic crisis.
3. Analyzing emergency response procedures to a domestic crisis from the national, state, and local government perspectives by identifying the roles and responsibilities of each level of government.
4. Analyzing how relevant national strategies impact the Government's ability to respond to a domestic crisis.

LO AC-02 ASSESS THE OPERATIONAL ENVIRONMENT (OE)

ACTION: You will assess the Operational Environment (OE) by analyzing the impact of a large-scale domestic crisis and the Nation's ability to respond effectively.

COMPETENCIES: You will apply your analysis and assessment of the OE by developing and presenting team updates for a final presentation to the JTF CofS. Competency elements include:

1. Assessing the impact of a domestic crisis on the Nation by using operational variables (PMESII-PT) and incorporating the assessment into the recommended response plan.

2. Comparing and contrasting the assessment of the OE and its impact on USG's interoperability in response to a domestic crisis.
3. Analyzing cultural values, interests, and objectives at the national, state, and regional levels, and assessing the impact on a national response.

LO AC-03 ANALYZE JOINT AND INTER-AGENCY CULTURES

ACTION: You will analyze Joint and Interagency cultures and the impact that organizational cultures have on the nation's response to a domestic crisis.

COMPETENCIES: You will apply your analysis of Joint and inter-agency cultures by developing and presenting team updates for a final presentation to the JTF CofS.

Competency elements include:

1. Analyzing the roles and responsibilities of federal, state, local, and tribal governments, non-governmental organizations (NGOs), and private sectors (PS) agencies in response to a domestic crisis.
2. Analyzing how a domestic crisis specifically impacts each department and agency of the Federal Government.
3. Analyzing the impact of U.S. Laws on the ability of the USG to respond to a domestic crisis.
4. Assessing the validity of existing legal and co-operative agreements between governmental agencies for an effective national response to a domestic crisis.

LO AC-04 FORMULATE JOINT AND ARMY INTEGRATION STRATEGIES FOR YOUR ORGANIZATION

ACTION: You will recommend relevant strategies for the DoD to respond effectively to a domestic crisis.

COMPETENCIES: You will apply the formulation of strategies by developing and presenting team updates for a final presentation to the JTF CofS. Competency elements include:

1. Identifying existing Joint and Army strategies for response to a domestic crisis.
2. Assessing the effectiveness of existing strategies in response to a domestic crisis.
3. Determining changes necessary to increase the effectiveness of existing response strategies.

LO AC-05 INTEGRATE JOINT AND ARMY SYSTEMS FOR YOUR ORGANIZATION

ACTION: You will describe how Joint and Army systems impact on the nation's response to a domestic crisis.

COMPETENCIES: You will apply your analysis of Joint and Army systems by developing and presenting team updates for a final presentation to the JTF CofS. Competency elements include:

1. Analyzing the impact of Joint and Army systems on the government's ability to respond effectively to a domestic crisis.
2. Analyzing how Joint and Army systems can integrate effectively into the national response plan to a domestic crisis.
3. Identifying issues that affect Joint and Army systems integration processes adversely within the national framework for response to a domestic crisis.
4. Determining the specific role and responsibilities of a JTF when responding to a domestic crisis.

LOs COMMON TO EACH PROBLEM (SEE SYLLABUS)

- ✓ LO AC-08 Establish High Performance Teams
- ✓ LO AC-09 Manage Conflict
- ✓ LO AC-10 Develop an Implementation Plan
- ✓ LO AC-12 Evaluate Organizational Requirements
- ✓ LO AC-13 Evaluate Organizational Performance and Provide Feedback
- ✓ LO AC-14 Implement Knowledge Management in Your Organization

Problem Charge

How does the United States Government respond to a natural disaster in the continental United States?

You are a Department of the Army Civilian Corps Planning Officer on a JTF. The JTF must determine its role in responding to the possibility of a devastating earthquake in the Oakland, California area.

This problem is a proactive planning measure; you are not reacting to an event that has happened. You will advise the newly assigned JTF Chief of Staff (by defining the roles and responsibilities of government departments and agencies, the coordination/agreements necessary between government departments and agencies, and the specific roles of the components of DoD in support of this domestic crisis.

Problem

A 7.5 magnitude earthquake occurs along a fault zone in the Oakland, California area, which greatly impacts a six-county region with a population of approximately 10 million people. Sub-surface faulting occurs along a 45-mile area of the fault zone that extends along populated areas, resulting in large-scale destruction. Soil liquefaction occurs in some areas, causing quicksand-like conditions, further destabilization, and collapse of buildings, transport infrastructure, and utilities. Effects of the earthquake impact a three-state area (California, Nevada and Oregon).

Several hours later, a 7.0 magnitude aftershock occurs, increasing the number of fatalities and injuries and amplifying the damage to infrastructure and public utilities. Sizeable aftershocks (6.0 to 7.0 in magnitude) may occur for months after the original quake. In total: 3,000 fatalities and 100,000 injuries occur (of which 18,000 require hospitalization), economic costs appear to be in the hundreds of billions of dollars, and estimated recovery time is up to 3 years. State and municipal governments interact and function to aid in the response plan.

Planning Considerations

You will form a Planning Team as part of the planning process. Each Team will focus on the following four areas:

Area 1: USG

Area 2: State, Local and Tribal Governments

Area 3: Non-Governmental Organizations (NGOs) and Private Sector (PS)

Area 4: DoD

Course Deliverables

Student teams will present two problem updates 10-20 minutes in length, prior to the final presentation. The focus of each update is listed in the course schedule and summarized below.

UPDATE #1 (10-20 minutes)
✓ U.S. Federal Government Agencies & DoD roles and responsibilities as they relate to the scenario
UPDATE #2 (10-20 minutes)
✓ State, Local, Tribal, NGOs and Private Sector roles and responsibilities related to the scenario
Final Team Deliverable
<p>The entire presentation for the newly assigned JTF CofS and additional Joint Working Groups members is limited to 45 minutes. The JTF CofS will determine the additional time for questions.</p> <p>The presentation must:</p> <ol style="list-style-type: none">1. Describe the Operational Environment and the nested relationship of the hierarchical strategies (NSS, NDS, NRF, etc.) as it applies to the crisis scenario.2. Analyze the roles and responsibilities of domestic USG, state, municipal, tribal governments, NGOs, PS, and DoD.3. Analyze DoD's individual service components response to the crisis scenario.4. Present an outline of the JTF's roles, responsibilities, and function of operations as part of the interagency process in the crisis scenario.5. Analyze and evaluate the interagency process with <u>recommendations</u> for improvements, using the crisis scenario.
Individual Deliverables
A Formative Written Assignment Essay (see Appendix C for requirements) Maintain a running Leadership Journal (see Appendix F for requirements)

Deliverables Schedule (see *Weekly Schedule*)

Learning Resources

1. Department of Homeland Security, “National Response Framework,” May 2013, available at <http://www.fema.gov/national-response-framework>
2. Joint Publication 3.08, 24 June 2011, “Interorganizational Coordination During Joint Operations”, available at http://www.dtic.mil/doctrine/new_pubs/jointpub_operations.htm
3. e-Library (located on Blackboard).
4. Internet.

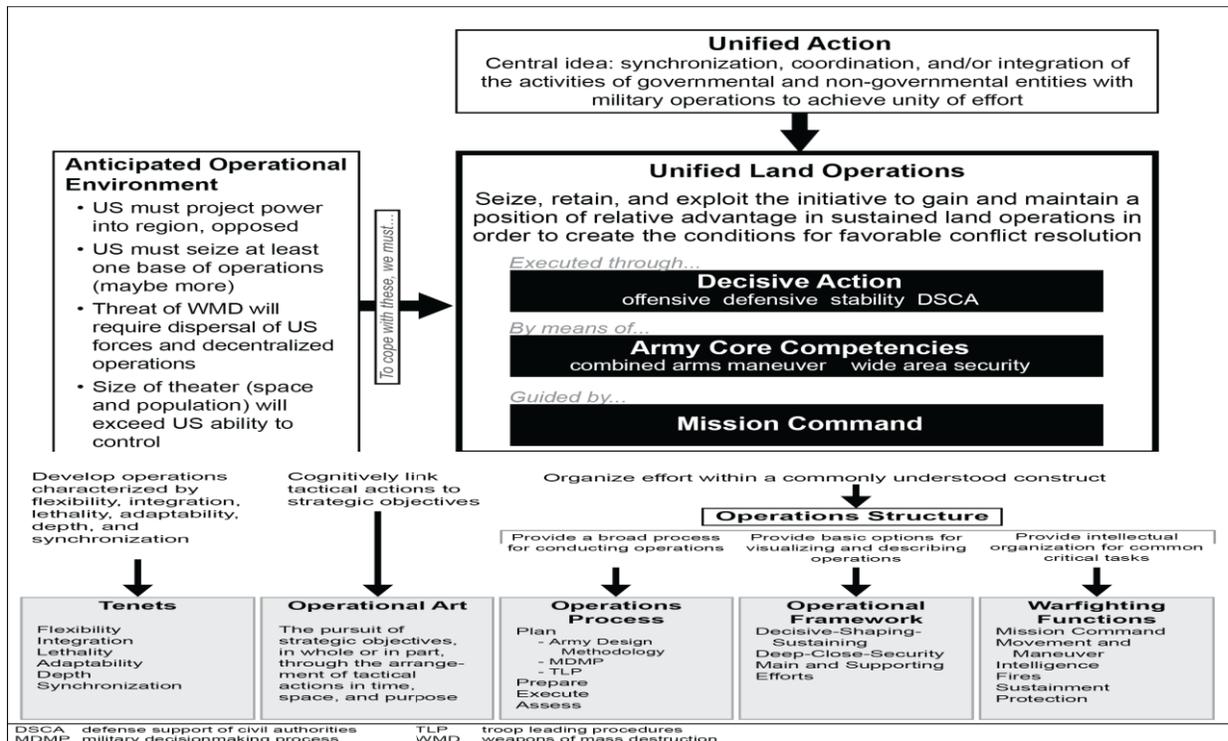
PRESENTATIONS OVERVIEW FOR PROBLEM CHARGE # 2

United States Government & DoD: This presentation focuses on a brief overview of what the term United States Government really means, and an overview of the DoD. The presentation will consist of a short slide presentation followed by discussion.

The intent of the presentation is to help you take a large entity like the USG and break it down into the relevant component parts to use during the remainder of your research and the problem. You should leave with a clear understanding of the organization of the USG, (the DoD in particular). At the end of the presentation, you should identify, at a minimum, the departments and agencies specified in the Planning Considerations portion of the problem charge. The presentation will begin to highlight the many facets of how the USG departments and agencies and the individual DoD service components work together.

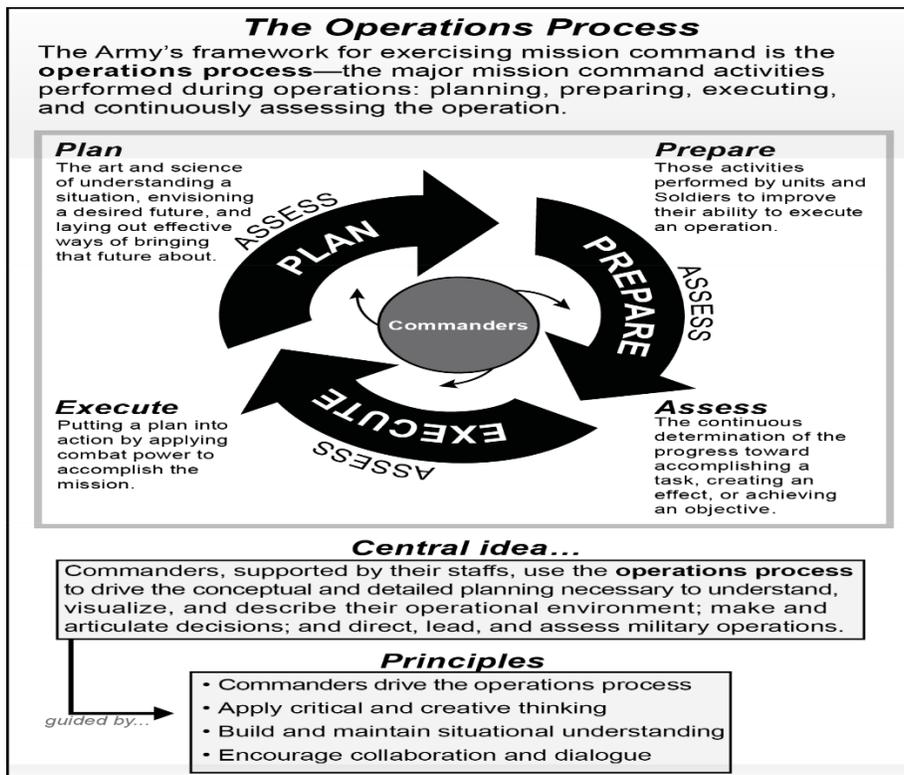
Law and Strategy: This presentation helps you determine what the legal basis is for the government to respond to a domestic crisis (U.S. Constitution and U.S. Code: Title 10, Section 401 (Humanitarian Assistance), Title 5, Title 32, the Stafford Act and the Posse Comitatus Act) and to identify how to develop a strategy for response and link it to other national strategies (National Security Strategy-National Homeland Security Strategy-National Response Framework-National Defense Strategy). You should gain a clear understanding of why the government responds the way it does during a domestic crisis and what the links are between various government agencies’ responses.

Joint Task Force: This presentation introduces you to forming a JTF for a Defense Support to Civilian Authorities (DSCA) mission. The presentation examines joint command and control (C2) and the challenges of forming a JTF.



Unified Land Operations Underlying Logic

(ADP 3-0, *UNIFIED LAND OPERATIONS*, October 2011, pg iii-iv, Figure 1)



The Operations Process Underlying Logic

(ADP 5-0, *THE OPERATIONS PROCESS*, May 2012, pg iv, Figure 1)

PROBLEM CHARGE # 3

Army Issues → Army Readiness Analysis



LEARNING OUTCOMES (LOs)

CONDITION: In an academic environment, you are assigned as a member of the Advanced Course Team to study a selected set of the Secretary of the Army's (SECARMY) Top Priorities. Your team will analyze a key element of the assigned priority and develop logical conclusions/findings to support your recommendations for courses of action to meet the SECARMY's end state and allow the Army to move forward toward 2020.

LO AC-01 ANALYZE NATIONAL STRATEGIES

ACTION: You will analyze components of The Army Plan (TAP) to determine if the Army is capable of supporting the U.S. National Military Strategy and SECARMY Priorities.

COMPETENCIES: You will apply your knowledge of the Army's current readiness posture and ability to support the U.S. National Military Strategy by developing and presenting team updates in a final presentation. Competency elements include:

1. Analyzing how U.S. National Strategies generate components of TAP.
2. Identifying and explaining the components of TAP.
3. Analyzing components of TAP to determine if the Army is able to maintain readiness with current challenges, while simultaneously developing capabilities for the future Army.
4. Analyzing if the Army is capable of supporting the U.S. National Military Strategy.

LO AC-02 ASSESS THE OPERATING ENVIRONMENT (OE)

ACTION: You will assess the Army Operational Environment (OE).

COMPETENCIES: You will apply your analysis and assessment of the OE by developing and presenting team updates and a final presentation. Competency elements include:

1. Assessing OE using the operational variables (PMESII-PT) and incorporating the assessment into the formation of your analysis.
2. Analyzing the cultural values, interests, and objectives at different Army organizational levels and identifying the impact on the TAP.

LO AC-03 ANALYZE JOINT AND INTER-AGENCY CULTURES

ACTION: You will analyze Joint cultural impacts and influences on the Army's culture and ability to support the U.S. National Military Strategy.

COMPETENCIES: You will apply your knowledge of the impact of Joint culture on the Army culture and how it relates to supporting the U.S. National Military Strategy by developing team updates in a final presentation. Competency elements include:

1. Assessing the impact and influence that the Joint Military culture has on the Army culture in relation to your selected Priority focus area.
2. Assessing the critical interfaces between the Joint Military culture and the Army culture.
3. Evaluating the impact of the Joint Military culture on Army readiness.

LO AC-05 INTEGRATE JOINT AND ARMY SYSTEMS FOR YOUR ORGANIZATION

ACTION: You will describe the impact of DoD and Army Systems on the readiness of the Army.

COMPETENCIES: You will apply your knowledge of DoD and Army Systems by developing team updates in a final presentation. Competency elements include:

1. Assessing systems used by DoD and the Army to meet the readiness levels associated with the SECARMY priority you study.
2. Assessing the viability of current systems to meet the goals for your assigned priority focus.
3. Critiquing the effectiveness of DoD and Army systems to sustain the Army's operational tempo and readiness demands.

LO AC-06 IMPLEMENT CHANGE

ACTION: You will assess the Army's transformational process for current operations and future requirements, with regard to the SECARMY priority you study.

COMPETENCIES: You will apply your knowledge of the Army transformational process by developing team updates in a final presentation. Competency elements include:

1. Analyzing the Army's transformational process required by TAP.
2. Proposing how the Army's transformational process translates into organizational change.
3. Comparing the Army's transformational process with organizational change models.
4. Critiquing the effectiveness of the Army and its subordinate organizations to implement change as it relates to Army imperatives.
5. Recognizing the changes necessary for the Army and its organizations to meet readiness requirements.
6. Evaluating the internal and external environments, influences, and processes that hamper or enhance the implementation of change in support of the SECARMY priority you study.

LO AC-07 DEVELOP A POSITIVE CULTURE

ACTION: You will analyze the Army's culture and its impact on TAP.

COMPETENCIES: You will apply your knowledge of Army cultures and TAP requirements by developing team updates in a final presentation. Competency elements include:

1. Assessing whether or not the Army's culture is in alignment with TAP.
2. Assessing the influence and impact of the Army's culture on the requirements of TAP.
3. Assessing the influence and impact of organizational-level cultures on the requirements of TAP.
4. Assessing the influence of culture on implementing change and transformation.

Problem Overview

Background

Our Nation has been at war since 11 September 2001. During this time, our Army has been a leader at home and in combat—protecting our people and securing our borders. Over time, these expanded operations have stretched and stressed our all-volunteer force.

In 2007, The Chief of Staff of the Army, GEN George W. Casey, Jr. described the Army as out of balance and crafted a 4-year strategy to restore balance by the end of 2011 that was centered on four imperatives (sustain, prepare, reset, and transform). The goals of that strategy have been achieved. In 2011, GEN Dempsey replaced GEN Casey and served as our 37th Chief of Staff for a short period before he was named the 18th Chairman of the Joint Chiefs of Staff. GEN Odierno subsequently assumed the duties as the current Army Chief of Staff.

The Present Situation

Continued analysis of the future strategic environment reaffirms the view that the next decades will be characterized by persistent conflict. Our Army must remain alert to changes in the volatile environment to build the agility to anticipate and react to change. We must use the lessons learned from over a decade of war to gain a better understanding of how it has affected us both personally and professionally. As the Army moves forward, we must find the right balance to maintain our combat edge while simultaneously dealing with the impacts of war. To serve our nation, the Army “must be organized, trained and equipped to provide our leadership a range of options to defend our interests at home and abroad” (Odierno, 2011, p. 28).

In his testimony before the House Armed Services Committee on November 2, 2011, GEN Odierno stated,

Our Army must remain a key enabler in the Joint Force across a broad range of missions, responsive to the Combatant Commanders, and maintain trust with the American People. It is my challenge to balance the fundamental tension between maintaining security in an increasingly complicated and unpredictable world, and the requirements of a fiscally austere environment. The U.S. Army is committed to being a part of the solution in this very important effort.

In this changing and turbulent environment, the Army must continue to improve and transform—always leaning forward—as we prepare for tomorrow’s challenges today. Today’s security environment requires leaders—military and civilian—to think critically and be creative in developing new strategies and solutions.

Problem Charge

The Army is now at a strategic crossroads as our nation contends with an uncertain security environment, persistent conflict, and challenging fiscal realities. Secretary of the Army John. M. McHugh shared his list of Top Priorities with your team. Achieving these priorities is crucial to executing the Army's Title 10 responsibilities and preparing our Army to support our National Security Strategy.

1. Training for Operational Adaptability
2. Leader development
3. Ready and Resilient Campaign
4. Army RESET
5. Army Modernization
6. Organic and Commercial Industrial Base adaptability
7. Acquisition Reform

From the above list, we have identified four priorities that require further study and analysis.

- 1. Improve leader development**
- 2. Enhance Resiliency in Soldiers, Civilians and Families**
- 3. Army RESET**
- 4. Army Modernization**

To this end, your team will conduct a study of **one** of the four listed Top Priorities. In your assessment, you will identify where we are now and where we want to go. What means are necessary to move forward toward 2020? You will analyze data, facts, and information and develop logical conclusions to support your recommendations to the SECARMY.

The class has access to basic reference material in the eLibrary to assist in this active learning and planning process (you will need to expand your research beyond these basic documents).

Planning Considerations

You will be a member of one of four teams to conduct an analysis associated with one of the SECARMY selected priorities. Team priority assignments will be given during the problem launch.

Deliverables

Student teams will present two problem updates prior to the final presentation. The focus for the update is listed in the course schedule and summarized below.

UPDATE #1 (10 min.)
✓ Overview of your priority focus area—background, goals, progress, and where you plan to go with your analysis.
UPDATE #2 (10 min)
✓ Review your priority area, overview of your analytical methods and summary of your results
Final Deliverable (25 min.)
<p>Team: A presentation to the SECARMY Strategic Planning Staff will include:</p> <ol style="list-style-type: none">1. An overview of the Army policy and Priority area you selected.2. Analysis of your Priority area and with ends-ways-means to sustain the Army’s capability of conducting Title X functions that support the National Military Strategy and the all-volunteer force.3. Development of realistic recommendations/courses of action (supported by analysis) to the Strategic Planning Staff on how the Army can continue supporting our Soldiers and families while defending our nation. [Note: Be prepared to defend your recommendations]4. Each team will have 25 minutes for the presentation.
<p>Individual: Maintain a Leadership Journal (see Appendix F for requirements)</p>

Deliverables Schedule (see *Weekly Schedule*)

Learning Resources

1. Department of the Army. (2012). ADP-1, The Army, September 2012. This document is located at <http://armypubs.army.mil>
2. Department of the Army. (2012). ADRP 5-0, The Operations Process, May 2012. This document is located at http://armypubs.army.mil/doctrine/ADRP_1.html
3. Department of the Army. (2011). How the Army Runs 2013-2014. Carlisle, PA: U.S. Army War College. This document is saved to the student folder on laptops and is located at <http://www.carlisle.army.mil/usawc/dclm/htar.pdf>
4. e- Library resources (Located on Blackboard)

PRESENTATIONS OVERVIEW FOR PROBLEM CHARGE # 3

Army Systems: Review Army systems and processes involved in the development of trained and ready forces for the Combatant Commanders. This presentation focuses primarily on the Army Organizational Life Cycle Model (AOLCM) and the Doctrine, Organization, Training, Materiel, Leadership, Personnel, and Facilities (DOTMLPF) Model.

Problem Charge #4

Individual Synthesis of the Course Concepts



LEARNING OUTCOMES (LOs)

CONDITION: In an academic environment that provides all distributed learning materials, subject-specific background, topic vignettes, classroom resources, and references.

LO AC-14 Implement Knowledge Management in Your Organization

ACTION: You will present a 10-20 minute professional briefing on what you have learned during the CES Advanced Course; followed by a question and answer session.

COMPETENCIES: You will use oral presentation skills to demonstrate your knowledge and understanding of course materials and learning objectives presented throughout the course. The presentation must identify how the transfer of learning relates to your organization and work environment.

1. Faculty will grade the presentation using the criteria outlined on the Oral Presentation Assessment form.
2. A PowerPoint presentation is required for visual display of materials.
3. Business casual attire.

Problem Charge

Present a professional briefing to a General Officer (GO), or a member of the Senior Executive Service (SES). Specifically address or give an overview of:

1. The Civilian Education System (CES) Advanced Course (AC) and its importance to the Army.
2. What you learned during each problem within the CES Advanced Course (AC) and describe how you will use this information when you return to your workplace.
3. What you learned about yourself, your leadership ability and style.
 - a. How you will use this information to make yourself a more effective leader?
 - b. Specifically address those areas which you received feedback that needed improvement or development.
 - c. What actions you might take to make those needed improvements.

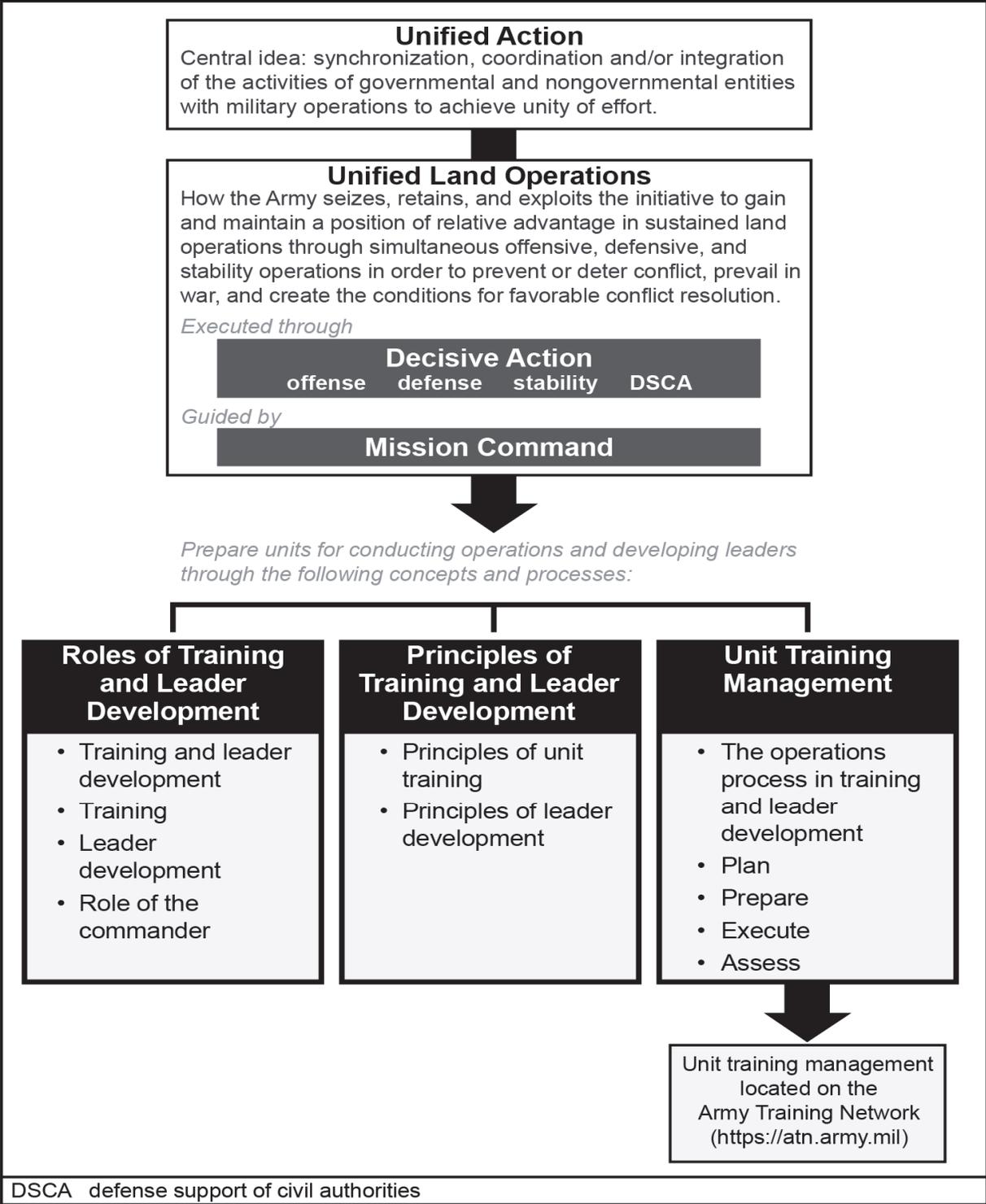
Individual Deliverables

1. You will deliver an oral presentation that lasts for not less than 10 minutes and not more than 20 minutes. There will be a question and answer period not to exceed 10 minutes following the presentation.
2. You will assess each presentation by filling out the Oral Presentation Assessment form. The presenter will get the form as peer assessment after completion of the presentation.
3. Complete your Leadership Journal and submit it to your assigned faculty member.

NOTE: This is your closeout coaching session; however, you can arrange for an individual session with your coach at any time.

Learning Resources

None



Unit Training and Leader Development Underlying Logic

(ADP 7-0, *TRAINING UNITS AND DEVELOPING LEADERS*, August 2012, pg. iii, Introduction Figure)

APPENDIX E

Assigned Readings



ASSIGNED READINGS

The following is a listing of assigned readings associated with presentations or problem charges throughout the course. After this list will be the readings themselves or links to them on the internet.

PRESENTATION	READING / ARTICLE TITLE
Creating High Performance Teams	ADRP 6-22, Part Three and Chapter 11, dtd August 2012 http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adrp6_22_new.pdf
Problem Charge #1	
Critical Thinking	The Miniature Guide to Critical Thinking – Concepts & Tools (<i>Provided in Class</i>)
NSS Strategy	Yarger, R. (2006). Towards a Theory of Strategy: Art Lykke and the Army War College Strategy Model. Carlisle, PA: U.S. Army War College. http://www.au.af.mil/au/awc/awcgate/army-usawc/stratpap.htm
	Cook, J. L., & Reveron, D. S. (2009). Developing Strategies: Translating National Security into Theatre Strategy. Joint Forces Quarterly, Issue 55 http://ndupress.ndu.edu/Portals/68/Documents/jfq/jfq-55.pdf Article begins on page 21 of the journal
Problem Charge #2	
Decision Making and Problem Solving	ADRP 5-0, The Operations Process (May 2012), Chapter 2, Planning http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adrp5_0.pdf
Problem Charge #3	None
Problem Charge #4	None
Supplemental Reading	FM 6-0, <i>Mission Command</i> , Chapter 4, Problem Solving – http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/fm6_0.pdf

CIVILIAN LEADER DEVELOPMENT GUIDING PRINCIPLES
(Army Civilian Workforce 2014 Report)

Commanders and other leaders are responsible for the development of their Civilian, as well as Military subordinates.

- Functional Chiefs and Supervisors are key enablers for the development of the Civilian work force.
- Self-Development is key to reinforce and expand the depth and breadth of individual knowledge and self-awareness.
- Programs at HQDA must be mutually supported and vertically integrated.

The Army must develop the members of the Civilian Corps so they can effectively lead and operate in the Army's complex environment as integral partners in the Army Profession.

- All Army Civilians must be appropriately developed to assume their role as a member of the army profession.
- Civilian development must encompass training, education and experienced-related opportunities driven by Army requirements.
- Civilian development strategy must produce leaders capable of operating at every organizational echelon.

The Army must deliver the appropriate level of Civilian development, embedded in Army doctrine and against established standards, to ensure the cohort's readiness as:

- Enterprise Leaders
- Functional Leaders
- Technical Experts

The Army Civilian Development framework must articulate and address the requirements for the various civilian career life-cycles, audiences and segments.

Civilian leader development must be competency-based and provide the means to create an adaptive Civilian workforce.

- Shared Military and Civilian competencies must drive greater effectiveness in the management of the Generating Force.
- Competencies must describe the development requirements at multiple levels.

Army must leverage its Military and Civilian development capabilities, policies, and systems to capitalize on each cohort's complementary roles and contributions, and training and education capacity.

- The Army must understand, embrace, and reinforce the interdependencies of the Military and Civilian cohorts.
- Military and Civilian Leader development processes must be adjusted to incorporate leader partnerships.
- Civilian development must be expanded on and amplified throughout Army doctrine.



ARMY CIVILIANS:

Soldier Focused, Army Strong!

“The challenge for the Civilian workforce is to keep pace with the new realities facing an Army winding down after more than a decade of conflict. We will meet that challenge by being flexible and adaptive with the right person with the right skills, at the right place at the right time – competent, motivated, and educated.”

John McHugh
Secretary of the Army

Advanced Course Syllabus
AC 15-002
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